

L 158

B 148

1866

LIBRARY OF CONGRESS



0 021 526 725 8

Hollinger Corp.
pH 8.5

L 158
.B148
Copy 1

[Document]

BY THE SENATE,

January 24th, 18

2,000 copies ordered to be printed, 200 of which in
German language.

FIRST REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC INSTRUCTION,
TO THE ✓ *State board of*
GOVERNOR OF MARYLAND,
WITH AN
APPENDIX CONTAINING REPORTS
OF THE
Presidents of Boards of School Commissioners
TO THE
STATE SUPERINTENDENT.

ANNA POLIS:
HAVERSTICK & LONGNECKERS, PRINTERS.

1866.

[Decorative border]

ГРАФИЧЕСКИЙ
АРХИВ
МОСКОВСКОГО УНИВЕРСИТЕТА

БИБЛИОГРАФИЧЕСКАЯ
СЕРИЯ

№ 158

З 148

ДЕЛЕГАЦИЯ СУПРУГИ ПРИДУБЫ

СОВЕТСКОГО Союза в Африку

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

Составлено на основе материалов, полученных в ходе поездки делегации в Африку в 1958 г.

REPORT.

BALTIMORE, December 30, 1865.

To His Excellency,

A. W. BRADFORD, GOVERNOR:

Your proclamation convening the General Assembly in Special Session, January 10, 1866, suggests the propriety of presenting a report of my work, as State Superintendent of Public Instruction, and of the condition of the important interests committed to my supervision.

That this may be of practical value and embrace the views of those who come into direct official relation with the details of the School Law, and can judge of it as a working system, I present, in an Appendix, the reports of the Presidents of the School Boards of the several Counties, to which special attention is invited. In response to a request for a similar report from the School Board of Baltimore City, I was furnished with the printed School Statistics of 1864, which, having been embraced in my report of February, 1865, are of no present importance.

To the Boards of School Commissioners for the Counties, and specially to their Presidents, I am greatly indebted. By wise and efficient co-operation The Uniform System of Public Instruction is being rapidly organized, and the Schools are securing the good will and confidence of the citizens. To the fortunate selection of such competent and zealous Assistants, the success which has thus far attended my efforts is to be mainly attributed.

In accordance with the requirements of the Law, I have, since April 1st, visited and delivered addresses in each County, except Calvert. I attended the State Convention of Teachers at Elmira, New York; and the National Convention of Teachers at Harrisburg, Pennsylvania. I have twice visited Philadelphia and New York on official business; have traveled in the discharge of these duties 4,275 miles, and delivered 75 addresses, chiefly explanatory of the School System.

Wherever I went I was cordially received and hospitably entertained; with one exception, I found the people anxious to procure information and enjoy the benefits which the system of Public Instruction is designed to impart.

The Convention resolved itself into an association known as "The Association of the Commissioners of Public Schools of Maryland," and will meet again in Annapolis, Wednesday, January 17th.

The purpose of the Lieut. Governor in convening the Convention at Annapolis, is to bring the School authorities of the Counties and Baltimore City into direct communication with the General Assembly, that after full conference and interchange of opinion, and a thorough exhibit of the wants of the State, such legislation may be secured as will place our School system upon a secure and self-sustaining basis.

Legislation is needed to provide for the per diem of the Lieut. Governor and Speaker of the House of Delegates, when acting as members of the Board of Education. As I understood the law, the amount allowed for incidental expenses (Title I. Chap. II. Sec. 4,) was designed to include this per diem. The Attorney General thinks otherwise, and therefore the accounts of these gentlemen have not been paid. I propose to add after the words "official duties," in the third line, the words "and per diem of Lieut. Governor and Speaker of the House of Delegates, when attending meetings of the Board," an as amendment, which will remove all doubt as to the meaning of the section.

II.—STATE NORMAL SCHOOL.

Early in September the organization of this important institution received the attention of the State Board of Education. I was directed to address a communication to the Mayor and Common Council of the City of Baltimore, in accordance with the section of the law which locates the Normal School in Baltimore, in such buildings as the City Council may provide. This duty was performed. The communication was laid upon the table, where it remains. This has caused some delay in opening the School. I thought it prudent to wait the next meeting of the Board before taking any further action. In the mean time, Professor Newell, who had been elected Principal, entered upon his duties. His time was usefully employed in devising, under my direction, a systematic plan of operations, including a complete curriculum for the Normal School proper, and the "Model and Experimental Schools," which are to be connected with it. He has visited the most prominent institutions for the education of teachers in Pennsylvania, New Jersey, New York, Massachusetts and Connecticut. His report of this tour of observation is here presented. I ask attention to it, as it not only gives a succinct statement of the operation of the Normal Schools visited and examined, but conveys to our own minds a clear idea of what a Normal School is designed to accomplish, and the important relation it bears to a thorough system of Public Instruction. The importance cannot be exaggerated. Without such an institution, liberally sustained and efficiently conducted, no State can establish and maintain Public Schools which will be of any real advantage to the community. The subject no longer needs argument. It is a maxim universally received that "*as is the teacher, so is the school;*" and we may add, the teacher is what his *training* makes him. What the Military Academy at West Point and the Naval School at Annapolis do for the army

and navy of the nation, the Normal School will accomplish for public instruction in Maryland.

Tuition and the use of text books will be furnished free of charge. In addition to this it is desirable that some plan be adopted to aid meritorious young men and women to pay their board while preparing themselves for their work. This might be done by a loan, to be repaid in instalments from their salaries when engaged as teachers in the Schools.

At the meeting of the State Board, December 27, I was directed to rent suitable rooms for the school, and to arrange for immediate work. This has been done. The apartments procured are not well adapted to the purpose, but such is the scarcity of buildings of every description in the City of Baltimore, that it may be considered fortunate that we have been even partially successful. It is hoped that the City Council at its next session will decide to co-operate with the State Board, and hasten the thorough organization of the Normal School, which will be of incalculable benefit to the Schools of the City as well as of the Counties.

The first session will commence January 15, 1866, of which notice has been given by advertisement in the leading journals of Baltimore and of each County.

REPORT OF PROF. NEWELL.

In compliance with an order of the State Board of Education, I visited, in the months of November and December, the principal Normal Schools of Pennsylvania, New Jersey, New York, Massachusetts and Connecticut. My object was to ascertain, by personal observation and inquiry, the history and organization of these Schools; their methods of instruction and government; the difficulties they have met with, and the results they have attained.

It is now about forty years since some bold thinkers in the Eastern States began to preach a new and startling doctrine respecting Education:—that a person requires special training to make him a good teacher, just as a man needs special training in order to become a good lawyer, a good physician, or a good mechanic. This truth, so obvious and so important, met with such a reception as the world generally accords to great and simple truths, when first presented. Some derided it as a truism, some branded it as false; many accepted it in theory and rejected it in practice. Fourteen years afterwards, in the year 1839, the State of Massachusetts, urged by one of her private citizens who offered to defray half the expense, set on foot, as an experiment, three Schools for the training of teachers. These were the pioneer Normal Schools of the United States. Five years afterward, the example thus set by Massachusetts was followed by New York. A State Normal School was established by Connecticut in 1849, by Michigan in 1850, by Rhode Island in 1852, by New Jersey in 1855, by Illinois in 1857, by Pennsylvania and Minnesota in 1859, by Wisconsin in 1862, and by Maine in 1863. Of the thirteen original States, Maryland is the seventh that has engaged in this enterprise, and in point of time she is not far behind some of her sisters.

The Normal School in its highest development, embraces three leading features: first, an academical department where the students have the opportunity of reviewing the elementary studies, as well as of pursuing an advanced course; second, a professional school, where they learn theoretically how to organize, classify, teach, and govern a school; third, the model school, and school of practice, where they see the various operations of a school conducted after the best methods, and begin themselves to teach and govern under the direction of competent instructors. Some institutions give greater prominence to one, and some to another of these departments, but all agree that the co-existence and co-operation of the three are necessary to a Normal School in its highest state of efficiency.

Though I did not find exactly the same methods of instruction prevailing in all the schools, nor even in all the departments of the same school, yet a striking family likeness could be noticed among them all. The teaching is, generally speaking, of a high intellectual order. The system of learning by rote, and reciting to a teacher whose eye is fixed on his text book, is entirely discarded. I never saw a teacher in one of these schools use a text book (other than a spelling or reading book) except for occasional reference. I was present at recitations on history in several schools, and in none did the teacher use a book. Every lesson seemed to be thoroughly mastered, and systematically arranged in the teacher's mind before coming to class; and I have no doubt that many of the teachers spent as much time in preparation as their scholars did.

The "topical" mode of recitation is employed more than the catechetical. The teacher suggests a "topic," and the student proceeds, without interruption, to tell all he knows on the subject. It is then thrown open to the class for criticism; one corrects an error, another supplies an omission, a third suggests an additional illustration, till finally the subject is exhausted, and another student takes hold of the next topic. This custom of mutual criticism is very valuable; it keeps alive the attention of the class, and stimulates the person reciting to use the utmost care to give fulness and accuracy to his answers.

"Teaching exercises" furnish a method of recitation peculiar to Normal Schools. The student who is to recite takes his stand in front of the class, and proceeds to instruct and catechise them as if they were entirely ignorant of the subject. This exercise requires great self-possession on the part of the student personating the teacher, complete mastery of the subject, good powers of comprehension and analysis, and considerable talent for illustration. Yet even this difficult task is, generally, satisfactorily performed.

The cultivation of the power of expression is another of the specialties of the Normal School. Many subjects are taught not so much for the sake of the information gained, as for the purpose of accustoming the student to express fully, clearly, and logically, what he knows. The black-board is here called in to the aid of the tongue; and, as far as possible, the students are expected to present every subject to the eye as well as to the ear. In studying Philosophy, Natural Physiology, Chemistry and Geography, they reproduce on the black-board every diagram and map

in the text book. In this way they acquire a wonderful facility in the use of the crayon ; it is no unusual thing for a student to draw a correct outline of the map of the United States in three minutes, and to fill in the State boundaries and the rivers in seven minutes more.

The difficulties encountered by the Normal Schools may be very briefly stated.

1st. Students enter without adequate preparation. This difficulty will be severely felt in Maryland because our District Schools are not of the highest order, and public High Schools (outside of the City of Baltimore) are almost unknown. The only remedy is the formation of a preparatory class in the Normal School. This compels the Normal School to do double duty ; not only to give professional training, but also that elementary instruction on which the professional training is based. But the evil is, in our case, unavoidable ; a person must know something before he can learn the methods of teaching it.

2nd. Students do not remain long enough at the Normal Schools to obtain the full benefit of the training. Not more than ten per cent. on an average, of those who enter, remain to graduate. This is caused partly by the facility with which students can obtain schools after attending the Normal School for one or two terms ; and partly by the students being unable to afford the expense of a prolonged residence.

3rd. The high price of boarding, in connexion with the comparatively low salaries paid to teachers, prevents many from attending, who would otherwise gladly avail themselves of the advantages of a Normal School. This is a matter which deserves the serious attention of the State Board of Education. It is indeed the crying evil of the times, as regards Normal Schools ; and will be felt in Maryland even more severely than elsewhere, because our people are hardly awake as yet to their vast importance. "There are" says Dr. Hart in his last report, "in the State of New Jersey, more persons anxious to attend our Normal School than would fill our ample buildings twice over, were it not for the expense of residence away from home." I would respectfully suggest that the Legislature might authorize the State Board or the County Boards to lend to a limited number of student-teachers a small sum of money to assist them in defraying the expense of their maintenance at the Normal School ; such money to be repaid in two or three annual instalments, out of the earnings of the teachers after graduation.

Notwithstanding many drawbacks, Normal Schools have proved a decided success. They are no longer doubtful experiments ; they are established institutions. Occupying, at first, hired rooms, they have now their permanent homes in handsome and spacious edifices. The most attractive and, in some respects, the most convenient Normal School buildings that I have seen are at Trenton, New Jersey. They were originally erected by private liberality, but have lately been purchased by the State. There are two buildings, situated in an inclosure of twenty acres in the most fashionable quarter of the city ; one is used exclusively by the Normal School proper, and the other, principally by the Model School. The cost of the two, including the ground, was about \$72,000. The houses alone could not be built, at the present time, for less than \$100,000. The buildings are three stories high, and combine beauty and simplicity

of architectural style, with a high degree of convenience and adaptation to school purposes. The Normal School building contains a Study-room with desks for two hundred and forty scholars, a Lecture-room with seats for about four hundred, a Reception-room, a Library, seven Recitation-rooms, seated for forty pupils each, two Drawing-rooms, one room for models of drawings, two rooms for Philosophical and Chemical Apparatus, six Cloak-rooms, two Toilet-rooms for scholars, and two Toilet-rooms for teachers. The Model School building contains a large hall calculated to seat about five hundred persons; six school-rooms for girls, forty pupils each; six school-rooms for boys of the same size; a Library, a Laboratory, a Drawing room; three Cloak-rooms for girls, and four for boys. The rooms in both buildings are large, airy and commodious, well heated and lighted, and thoroughly ventilated. The study-rooms and recitation-rooms are amply provided with black-boards; no less than fifteen hundred square feet of slate being attached permanently to the walls.

The State Normal School of New York went into operation, at first, in a temporary building provided gratuitously by the City of Albany. After five years of probation, the school was removed to the spacious and commodious structure which it now occupies, built for the purpose at the expense of the State. There are now in attendance two hundred and forty students at the Normal School proper; one hundred and twenty at the Model Grammar School, and fifty at the Model Primary School. The Model Schools are supported mainly by the fees of the Pupils. The teaching is done by the students of the Normal School, under the superintendence of the Principal and permanent assistants. The results are very satisfactory. The schools are so popular that no difficulty would be found in filling the rooms if they were twice the size; the children are well taught, and the student-teachers have an excellent opportunity of learning their profession. The student-teachers meet the Superintendent every morning before the schools open for advice and consultation; at this time they receive explanations of any difficulties they may present, and directions for their guidance during the day. At the close of their period of practice, they make a report, according to a printed form, of the subjects they have taught, their methods of teaching, and the progress made by the scholars. These reports are bound and kept for reference.

The Training School at Oswego was organized mainly for the purpose of furnishing the City Schools with Teachers competent to carry out the Objective or Pestalozzian System of Teaching. The Public Schools of Oswego are divided into four grades: The Primary, the Junior, the Senior, and the High School. Each School is divided into three classes; and the course of each class lasts for one year. Pupils are admitted at five years of age, and if they pass regularly and without interruption through the whole course, they graduate at the age of seventeen. New classes are formed only once a year. Scholars presenting themselves after the new classes have been formed are admitted, provided their attainments correspond exactly with the standard of any particular class. If they are found defective in particular studies, or if they are much older than the average of their class, they are sent to

what is called the "Ungraded School," an ingenious contrivance to prevent the uniformity of the classes from being broken by the influx of unprepared scholars. For the first four years of the child's school life, he is taught without books, reading-books of course excepted. The elements of Language, Number, Place, Color, and Form ; lessons on "Objects," Drawing, Singing, as well as Reading, Spelling, Arithmetic and Geography are taught by the living voice of the Teacher, aided by Maps, Charts, Pictures, real "objects" wherever they can be introduced, and an unremitting use of the black-board. The same programme, both in matter and time, is followed by all the Schools in the City of like grade. The work for every two weeks in the Primary Schools, and the order of exercises for every half hour in the day, are prescribed in printed instructions, and are, I believe, strictly adhered to. In the other schools the work of every quarter is definitely arranged. Thus all the schools of similar grade are in exact correspondence with each other, and scholars can be transferred from one to another without changing their rank in school. I am unable to say from personal observation how this uniform system works in practice ; but I am inclined to form a very favorable opinion of it. It must be a great assistance to both teachers and scholars to know exactly what they are to accomplish within certain short intervals of time ; and it facilitates very much the intelligent supervision of the schools.

Of the "Objective" system of teaching pursued in these Primary Schools, I cannot speak too highly. I have examined it very closely, and do not hesitate to say that it is not only a good system, but the only good system that I have seen, for the rational education of young children. I cannot give a better idea of the character of the instruction given under this system rightly conducted, than by recounting what I witnessed at a short visit to the lowest class in one of the Primary Schools of Oswego. The children were from five and a-half to six years of age. They had not been at School longer than six months, and had had no instruction previous to entering. The School was opened by the children singing a short hymn, accompanied by some simple and not ungraceful gestures. The Teacher then read a story from the Bible, asking a great many questions as she proceeded, in order to keep up the attention and to make sure that they understood her. After repeating in concert the Lord's Prayer, the Hundredth Psalm, the Seventy-third, and the Hundred and Twenty-second, the Teacher asked, "Has any one a text?" And one after another repeated a text of Scripture, until every one of the sixty children had recited ; and no text was given twice. A series of physical exercises was then performed by the children, after which the Teacher went to the black-board and printed rapidly a number of the letters of the alphabet in Roman capitals. They seemed to me to be very good letters, considering the rapidity with which they were made, but they did not satisfy the critical eyes of the children. One objected that the legs of the A were unequal ; another that the lower curve of the B was too large ; a third that the vertical line of the D was a little curved ; and so on, criticising minutely the form and proportions of every letter. After these exercises, the class separated into sections, each under the charge of a student-teacher from the Training

School, for lessons in spelling, reading and arithmetic. Intelligent teachers and parents can easily judge of the merits of a system which can produce such results in so short a time.

The Training School is intended to prepare Teachers for conducting the exercises of the "Oswego System," and is admirably fitted to accomplish this result. It is divided into two sections, whose time is divided equally between learning and teaching. One section "recites" in the morning, and teaches in the practice school in the afternoon. The other section teaches in the morning, and recites in the afternoon. They are not permitted to give any lesson to the children until they have recited the same lesson themselves, and have written out a careful analysis of it.

The success of the system has been so marked that it is now about to be carried out on a more extensive scale. The City authorities have purchased a house and lot in the most improving section of the City; and are now making additions and alterations to prepare it for the accommodation of the largest Normal School in the United States. When finished, it will be handed over to the State as a gift; and the State undertakes to appropriate \$15,000 a year to its support. The building will accommodate about a thousand scholars; three hundred in the Normal Department proper, and seven hundred in the Model and Practice Schools.

* * * * *

All of which is respectfully submitted,

M. A. NEWELL.

III.—SCHOOL HOUSES.

No provision is made by law for erecting and furnishing School Houses. If done at all, it must be either by special appropriation of funds by the Board of Commissioners, or by the voluntary subscriptions of citizens interested in the School. The entire School money being needed to pay Teachers' salaries and incidental expenses, it is unreasonable to expect any improvement in our School accommodations unless there be some local tax, or our people are aroused to the importance of erecting comfortable houses. From every County we hear the same complaint—badly built houses, no furniture, no apparatus for instruction.

Something must be done, and speedily, to remedy the difficulty which now stands in the way of successful effort. A plan of district taxation must be provided, that suitable edifices may be erected with the least practicable delay. It concerns not only the efficiency of instruction, but the physical condition of the children. In many Schools the injury to the health of the young, by imperfect ventilation and uncomfortable seats, more than balances the benefit derived from what is taught as book learning. After visiting many portions of the State, and gathering information by conference and personal observation, I made the following statement of the condition of our "Temples of Science."

(*Extract from Preface to By-Laws.*) "Our School Houses, with few exceptions, are inconveniently located; badly built, out of repair.

We have not two hundred suitable School Houses in the State. The furniture is of the rudest kind. No maps or black-boards have been provided.

"In these badly built, rudely furnished, and inconveniently located houses, Teachers are placed to instruct from twenty to fifty children, with none of the comforts or conveniences of a decent School.

"We need not be surprised at the result. The public money has been spent and no good accomplished.

"My advice most emphatically is, to give all possible attention to this subject and secure all attainable means for building the Teachers' work-shop—provide the requisite working tools—put every thing in good order for successful work, and *then* with competent workmen, under vigilant supervision, begin the work.

"Enlist mothers and sisters in the good cause. If men will not pay taxes, then by contributions, fairs, pic nies and similar plans, let funds be raised, and neat School Houses built all over the State, which will be the pride of each neighborhood, and attract the attention of strangers to the zeal of the people in Educational progress, and the determination of parents to give their children reasonable personal comforts while they are acquiring useful knowledge."

As relevant to this subject, I venture to appropriate an editorial from the Baltimore Sun, which, since the uniform system of Public Instruction was announced, has been earnest in advocating General Education on the most liberal basis.

After speaking of the importance of convenient buildings to the comfort and health of children, the Editor continues:

"But there is something more than these to be effected - the tastes and habits of the children are to be formed, their ideas of the beautiful, their whole moral nature are to be influenced in the school room—and all these are colored by external objects. If the boy looks for years upon ill-shaped apartments and gloomy walls, upon the externals and the interior of a school room from which harmony of proportion, brightness of coloring and variety of outline have been banished, his character will proportionately become impervious to the amenities which the constant presence of the beautiful imparts to all, even those apparently insensible to its effects. When the boy grows up, the desire of having a pleasant, cheerful home, surrounded by flowers, where the sunlight kisses the gay petals, and the birds carol their sweetest songs, will not move his efforts if he has been habituated at school to satisfy his ideas of comfort in the dreariness of a neglected, forlorn apartment. We would have the walls of the interior, not bare as they now are, but cheerful with maps, engravings and drawings; even the bright landscapes which the paper-hanger can, for a few dollars, put upon the walls, all afford food for thought, subjects of study, means of moral and mental improvement to be taken in through the silent urchins' restless eyes, and to be impressed upon their quick beating hearts. Flowers, and trees, too, ought to be properly distributed about the buildings, with a view to shade and ornament. How much will they effect towards the softening and refining of the taste; besides, under the judicious direction of teachers, affording means of innocent and healthful recrea-

tion to the children; in their care and cultivation. Men do not think of these things as they ought; but as a part of our improvement in education, we expect women to be extensively employed in our primary schools. The instincts of women take hold of and appreciate such influences more readily than the colder impulses of the other sex. Their humanizing sympathies, if allowed development, will eagerly avail of all those accessories we have mentioned, to aid them in training the hearts and minds of the pupils. Is any one so obtuse as not to recognize the fact that the teacher who places a rose or any other flower on her desk every day, exercises a silent power for the development of the good and the beautiful, which other teachers do not possess. Allow our teachers, in the arrangement of their schools, to avail of all the accessories we have hinted at, and the next generation will witness a refinement of taste and manners, an improvement in morals, an elevation of thought and feeling in the every day life of society, the absence of which in the American character is so painfully noticeable to strangers."

Thanks to the Editor for these genial sentiments. I am sure he must or will be a happy father in a pleasant home.

The reports from the Counties set forth most emphatically the necessity of action on this subject. They reveal a condition of things unreasonable and even disgraceful. We express the earnest desire of every friend of education, and every person who regards the physical and moral welfare of children that the Legislature will not omit, at its special session, to devise plans by which funds can be secured for erecting school houses. They cannot err if they adopt verbatim the bill which will be presented by the Convention of School Commissioners. This body comes direct from the people—is well informed as to their wants, and represents most strictly the enlightened popular sentiment upon all subjects connected with education.

It will be wise legislation to make it a penal offence to crowd School rooms, thus depriving children of pure air for their lungs. Why should the National Congress pass an Act to prevent emigrant ships from being crowded, and we permit 60 children to be kept in a room 20 feet square, with a low ceiling? Ascertain the number of cubic feet of air required for healthful respiration of each child, and thus fix the number of pupils which may be safely admitted to a School room. Teachers, as well as parents, will hail with joy such an act of the General Assembly.

IV.—SCHOOL REVENUES—NEW ASSESSMENT—STATE CENSUS.

The reports of the Presidents of County Boards convey the unanimous opinion that the revenue derived from the State tax of 15 cents per hundred dollars, will support the Schools no longer than six months each year.

During the current School year, sessions will be prolonged only in those Counties in which a local tax has been levied. If this local tax be not renewed by popular vote, then the working power of the Schools under the new system will, in many Counties, be no stronger than under the old

local law, which in addition to the County tax, permitted tuition fees to be collected from the pupils. The revenue from this source was larger. In Baltimore County \$13,000 was paid by the pupils, being equal to an additional tax of $6\frac{1}{3}$ cents. In Cecil, the same per centum; in Washington County 5 cents, and in Harford County 7 cents per hundred dollars. These rates, added to the local tax, gave Cecil what was equivalent to 26 cents, Harford 19 cents, Baltimore $18\frac{1}{2}$ cents, and Washington 17 cents. When the local tax is withdrawn, the rate bill having been repealed, the Schools will receive a smaller revenue than under the local law.. We look, therefore, with great anxiety to the action of the Counties in this particular, for upon that action will depend the success of the noble effort we are making to establish Free Public Schools.

The whole amount of School money apportioned to the Counties is \$300,753.14, which, divided among the 1300 Schools now in operation, gives the average of \$230.88 for each School, or less than \$200 for the Teacher's salary, after deducting the necessary amount for incidental expenses.

Each parent can, from these figures, calculate how long Schools will be open to the children if there be no additional revenue from local tax.

To meet this emergency, I recommend the repeal of Section 9, Chapter I, entitled "Sources of Income," (page 340 of laws of 1865,) retaining all existing taxes by local law until the people ask their repeal; instead of repealing them, that they may be re-enacted by popular vote. Or, as an alternative, repeal all local laws relative to levying taxes for School purposes, raise the direct State School tax to 20 cents on the hundred dollars, and order a new assessment of the property of the State. This will yield ample revenue for the support of the Schools at least nine months in the year and make the sessions uniform over the whole State.

Such action by the General Assembly, and a law by which district taxation can be ordered by the voters for erecting School Houses, will meet the difficulties which now not merely threaten but are certain to impede progress.

The argument against increasing the direct tax, to be divided according to population without reference to color, is that it will give Counties containing a large population of colored children an amount of money beyond their present need. This objection, however, can be honestly removed by providing Schools for the colored children, as the Constitution designed.

Of grave importance, as connected with the distribution of School money, is some method of ascertaining the population of the City of Baltimore and of the several Counties. Knowing that since the United States Census of 1860, there had been great relative change in the population of different sections of the State, and especially in Baltimore City, I asked advice of the Attorney General, who instructed me that the United States Census of 1860 must be my guide, as the only official exhibit of our population and the basis of the apportionment of School money. By this course I am satisfied that the City of Baltimore loses

many thousand dollars a result which ought, if possible, to be prevented. The City already contributes, and will under the Constitutional provision continue to contribute, most munificently towards the School Fund of Counties where the ratio of population is in excess of wealth. Justice can be done only by the General Assembly ordering a State Census to be made, and declaring it to be the basis of distribution until the United States Census of 1870 is published. The census could be made at very small cost by the officers who are employed for the new assessment.

With a revised assessment of property, an increase of the State School tax to 20 cents, or the continuance of local laws until repealed by popular vote, and a State Census which will furnish a just basis of distribution of the School Fund, the sources of income will be ample, and each section receive the proportion of money to which it is justly entitled.

V.—THE SCHOOLS AND SCHOOL AUTHORITIES OF BALTIMORE CITY.

The relation of the State Board of Education to the Schools of Baltimore, and the duties of the State Superintendent therewith, have been the subject of much concern and discussion both to the Council and School Commissioners of the City. While the intent of the law was evident to the minds of the State Board, and they had no doubt as to the meaning of the 8th Article of the Constitution and the Act of Assembly of March, 1865, they preferred not to enter into a controversy with the municipal authorities or enforce compliance to the requirements of the law, thinking that upon mature reflection wise counsels would prevail and the Schools of the City take a permanent position as part of the "Uniform System of Free Public Schools provided for each County in the State and for every City now incorporated, or which may hereafter be incorporated." The sober second thought, however, has not yet come and the subject is now referred to the General Assembly for such action as in their judgment may seem best. The State Superintendent has also carefully avoided all discussion, although at times his own name has been most discourteously introduced into the Council and School Board debates.

If it be the intention of the General Assembly to separate the Schools of Baltimore City from all connexion with the Uniform System of Public Instruction, and to relieve the State Superintendent from all responsibility concerning them, that intention ought to be clearly stated. If, on the contrary, it is determined to have one system of Schools for the whole State; let that decision be made so plain, that all caviling will cease.

The General Assembly which enacted the Law is most competent to declare its meaning. As far as I can ascertain by conference with intelligent citizens, some of whom have in previous years been School Commissioners, a decisive declaration is desired.

At present the Schools of Baltimore City are conducted in direct opposition to the Act of Assembly. The uniform series of Text Books

is not used—teachers are not examined according to requirements of the law--a tuition fee of \$1 is exacted--and in every particular the School System is as disconnected from the State Board of Education, as if Baltimore were in Virginia. The action of the late City Council has been equally demonstrative. A resolution offered by the Chairman of Committee on Education, was passed with only one dissenting voice, to effect: "That the Board of Commissioners of Public Schools, be and they are hereby directed not to make or allow any change to be made in the Public School System in the City." The effect of this resolution would have been to fossilize the School System of Baltimore, with all its provisions, good, bad or indifferent; putting a dead lock on the wheels of progress. But the Second Branch refused to concur and thus checked the process of fossilization by adopting the following substitute: "Resolved, That a Joint Special Committee, consisting of three members of each Branch, be appointed to inquire as to the difficulties existing between the State Board of Education and the Board of Public School Commissioners of the City of Baltimore, and report as early as possible."

This reasonable plan of adjustment was allowed by the First Branch to lay upon the table. The opinion of the City Counsellor and City Solicitor was invoked. Of the legal points raised, it does not become me to speak, but it is worthy of remark that while it is thought that the framers of the Constitution intended to recognize for Baltimore a separate and distinct School System as organized and existing prior to the adoption of the law, and therefore not to come within the purview of the new system of Public Schools; yet the opinion proceeds to show wherein the law does affect the City Schools and invests the State Board of Education and even the State Superintendent with certain powers, and imposes upon them duties connected therewith, thus placing the Baltimore Schools, at the same time, both in and out of the law.

The Baltimore School Board it was argued is relieved from obedience to the law requiring the use of a uniform series of Text Books, because the City Schools were organized antecedent to the Act of Assembly of March, 1865; overlooking another section of the law which says "the uniform series of Text Books shall be used in every Public School and High School established or aided under this Act." The Baltimore Schools are certainly aided, receiving their proportion of the State Free School Fund, and of the 15 cent direct State tax as appropriated by the Superintendent.

These questions need not be discussed in detail. The members of the Committee on Education will remember the response given to the delegation from Baltimore City asking to be relieved from the operation of the General Law. The Senate will remember the unanimous refusal to entertain a similar proposition presented in a letter from the President of the Baltimore School Board. The House of Delegates will remember the signal defeat of the effort of one of their number to amend every section of the school law so as to exclude Baltimore City. Under these circumstances it is astonishing that any doubt exists as to the intent of the act, or that there should be any effort to attach to words other than their natural meaning. The Constitution requires the Gen-

eral Assembly to provide a Uniform System of Free Public Schools for the State of Maryland, and the General Assembly enacted that there shall be such a system "in each County and every City now incorporated or which hereafter may be incorporated."

In this view of the binding force of the law, and its applicability to the Schools of the City of Baltimore, the State Board of Education unanimously concur.

But, far more important to the State and to the citizens of Baltimore, than a narrative of these unamiable doings and the refusal of the School Commissioners to extend the right hand of fellowship to the State Board of Education, is the condition of the School System of the City as it is now administered. This concerns the welfare of the children whom it is designed to serve, and the tax paying citizens who provided during the year 1865 over \$350,000 for the support of public instruction, adding to the direct tax of 15 cents a municipal tax of 18 cents, making a total of 33 cents in the hundred dollars for school purposes. With such munificent resources we ought to have better school houses, with comfortable furniture, more liberal salaries to teachers, and at least such ordinary apparatus of education as may be found in every Primary and Grammar School of other cities. According to my judgment, Baltimore, strictly speaking, has no well defined EDUCATIONAL SYSTEM, she has a congregation of schools regulated in external matters by a system of by-laws, many highly competent and zealous teachers, but no Educational System. There is no central educational authority; no provision for active supervision beyond that which a Commissioner without a recompense, voluntarily bestows; in fact nothing that is uniform, unless it be the uniform rejection of the Spelling Book and the consequent absence of all uniformity of pronunciation.

The opinion expressed in my first report has been strengthened by closer observation, increased experience, and consultation with many citizens whose views are entitled to the highest respect. I do not hesitate to advise that the term of office of the Baltimore School Commissioners be extended to four years, and that they be appointed by the State Board of Education. I also advise the appointment of a City Superintendent of Schools, selecting for this responsible office a gentleman of large educational experience, a *practical teacher*, well acquainted with prevailing modes of instruction, and accustomed to the use of educational apparatus. A man who will devote his whole time to the work, inspire the teachers with confidence in his ability and with enthusiasm for their duties. This office should be separate from the management of finances, procuring school supplies, and other duties which appertain to the position of treasurer and actuary.

The Commissioners should be gentlemen of liberal education and sufficient leisure to give time and attention to the duties of supervision and conference. They ought to be selected without reference to partisan politics, and not be subjected to the perturbations of popular elections. Chosen for their interest in Public Instruction, zealous in the cause of Universal Education, competent to discharge their duties, they should be retained while their interest, zeal and competency lasts. One of the grave objections to the present system of appointment is, that every year the whole Board may be changed.

This uncertainty of tenure causes Commissioners to take but little interest in their work and frequently leads to their resignation, before they have served many months. Of the School Board, of 20 members appointed February, 1865, one-fourth had resigned before December 31st.

These suggestions are made because of the prevalent opinion that reform is needed—because I wish to see the Public Schools of Baltimore progress, not stand still—because I am sure the citizens who have investigated the subject feel the necessity of change—because some of the Commissioners and many of the prominent Teachers are convinced that the time has come for a revival, which will infuse new life into the System, and by extending all possible facilities and encouragement to Teachers, enable them to do what they are eminently qualified to accomplish, make the Schools of Baltimore equal to the wants of the citizens, and inferior to none in any Metropolis.

VI.—THE MARYLAND AGRICULTURAL COLLEGE.

By the Act of Assembly which made this Institution the recipient of the income from the sale of Public Lands donated by the National Congress for the encouragement of Art, Science and Literature, I became, ex-officio, a member of the Board of Trustees.

Having felt a deep personal interest in this College from the day its plan was announced, and convinced of the importance of sustaining every agency for imparting Higher Education, I determined to become thoroughly acquainted with its condition. The necessity of such investigation was evident. Prejudice against the College was growing strong. Influential members of the General Assembly had proposed the withdrawal of the State donation. Rumors, with much apparent reason, were afloat, concerning the mismanagement of the Farm and finances, and the failure of the Faculty to comply with the requisitions of the Charter relative to certain agricultural experiments and reports. The prevailing opinion was that the Institution had been a failure, and the best way of dealing with it was to leave it alone; to let it stand or fall according to its own ability; which was practically saying that the attempt to establish a Scientific Institution under the fostering aid of the State should be abandoned.

Sincerely desirous to prevent this result, and to continue this Institution, that through it the United States donation of Lands might be available at the least possible cost to the Treasury of the State; I sought information concerning its past history, present condition and future prospects. For this purpose every facility was granted by the Faculty, the Trustees and the Register.

I was made a member of the Executive Committee, and by my invitation visited the College for conference with the Faculty and the Register. I attended meetings of the Trustees once at the College, and once in Baltimore. From these and other opportunities I am able to state, accurately, the past working and present financial and educational status of the Institution, and will frankly express the opinion I have formed and the plans which I advise for realizing the intention of the subscribers

to the fund by which the farm was purchased and the buildings erected ; and also for making available the National Endowment. This subject is eminently worthy of careful consideration. If wisely disposed of, it will save the State from the old experience of failure, so discouraging to the friends of education, and give us a College liberally endowed and providing that practical and scientific culture which is earnestly sought by the majority of our young men.

The College, unless aided by the State, will sink under its burden of debt. The State, unless co-operating with the College, cannot retain the United States donation of lands without an expenditure of at least 75,000 dollars. Some plan of co-partnership is therefore to the interest of both parties, if in a question of this nature, we can imagine any division or difference of interest to exist.

The difficulties that now threaten disaster, are entirely of a financial character. The debt of the College is nearly \$40,000, part of it a floating debt, which embarrasses the Faculty and subjects them to mortification and annoyance, and is a positive disgrace to the Trustees and to the State. The chief cause of dissatisfaction, and the potent argument for withdrawing the State donation, has been this debt. The general opinion is that it results from bad management, and it is very justly argued that if with the State bonus of \$6,000 annually, the College is not self-sustaining, there must be very inefficient or corrupt administration. I so thought, until by investigation, the origin of this debt was ascertained. The simple fact is that the College started in 1858 with a debt, and has never been able to do more than meet its current expenses and pay the interest on its indebtedness.

The original cost of the Farm, Buildings, Furniture, Stock, and improvement of the Campus and Garden was \$98,554. The entire amount of money collected from subscribers to stock was \$43,472, making with two years State donation the total receipts \$55,472, thus leaving an original debt of \$43,000. The present debt after the sale of a portion of the Farm (leaving 300 acres to the Trustees) is \$40,000

The estimated value of the Farm, as improved, the building and furniture, is over \$100,000. Thus the Institution has not *accumulated* a debt. It has, on the contrary, kept the debt from increasing, and that during the four years of war, when every educational interest felt the depressing influence of the times, and many Colleges closed their doors. If the College be required to pay the interest on its debt, and create a sinking fund for its gradual liquidation, no progress can be made in procuring educational apparatus or improving the building and grounds. It will remain a Poor College, struggling against debt, and closing its history by the Sheriff's advertisement. This is inevitable. I therefore advise that the State either furnish the requisite means to make success attainable, or withdraw its annual donation of \$6,000, repeal the Bill, entitled, "An Act to establish and endow an Agricultural College in the State of Maryland," and let the history of the Agricultural College end. But if this be done what is the result ? Either the United States donation of public lands must be restored to the Secretary of the Interior, or the Legislature, during the next three years, must appropriate at least \$75,000 to erect and furnish buildings suitable for the Institution which

this donation is designed to create. The Act of Congress stipulates that "any State which may take and claim the benefit of the provisions of this act, shall provide within *five* years, at least not less than one College as described in the fourth section of this act, or the grant to such State shall cease."

Under these circumstances I recommend such legislation as will give the State an interest in the property, as a member of the Corporation, the affairs of the College to be directed by a body of Trustees consisting of the State Board of Education, and seven gentlemen selected by the Stockholders. The detail of this plan will be presented in the memorial of the Stockholders, a memorial which has the hearty approval of the members of the State Board.

VII.—SCHOOLS FOR COLORED CHILDREN.

✓ By the friends of Universal Education, our system of Public Instruction will not be recognized as such, unless it provides for all the children in the State. Knowledge is better than ignorance, and virtue is better than vice, and therefore it is wise that the opportunity of instruction shall be proffered to all who have minds to be cultivated or moral sentiments to be developed. If ignorance leads to idleness, and crowds our Almshouses with paupers—if vice tends to crime, and fills our Jails and Penitentiaries with wretched convicts—then it is good policy to open the School House to every child whom ignorance may degrade or vice corrupt. It matters not what may be the color of the skin or the land of nativity, the shape of the cranium or the height of the cheek bones, whether the child be of Indian or African, European or Asiatic descent; his ignorance will be a blight and his vice a curse to the community in which he lives.

✓ Whether the pauper be white or black, the tax to support him is equally great, and it costs as much to conduct the trial by which an Americo-African or a Chinese is convicted of crime, as it would were he of the superior race. All the economic arguments, therefore, which are advanced for the education of the white child are equally applicable to the black. They are even more forcible, because the colored race, having been so long degraded by ignorance, need education the more.

We cannot reconcile it to sound judgment that any portion of our thinking population be deprived of instruction; if knowledge be good for any, it is good for all. Yet we record the fact, that Maryland, while devising a uniform system of what is termed Public Instruction, closed the School door against one-fourth of her people, they representing one-half of her laboring population.

We all know that the prosperity of our State and the development of her vast resources depend upon the skill and intelligence of the industrial classes. The labor of Maryland is her wealth. The more persevering and expert the labor, the greater and more valuable its product. The virtue of the laboring class is the strongest incentive to persevering industry, and the only certain assurance that the gains of diligence will be well applied and frugally consumed.

What then must be the result if, through prejudice or because of a short-sighted policy, we cramp the minds and thus pervert the morals of one-half of our laborers? What, if instead of energizing this mass of muscle by an active brain, we withhold the influences of education? What, if instead of developing those moral sentiments which counsel temperance and frugality, we give the low vices a chance to grow in the rank soil of ignorance? Will the State become any richer by such a course? Will it be more desirable as a home? Will the poor-tax and jail-tax be lessened? Will property be more valuable, or shall we be more honored because we have kept a portion of our people *down*? These are questions for citizens of Maryland to ponder. They have a very significant claim upon our thoughts. They involve our interests and even our dignity as a civilized and progressive community of intelligent and liberal-minded men. They are directly, intimately connected with the education of the colored persons who are among us, who intend to remain with us, and whose services we need; the services of every one of them, and even of more; for the cry from all sections of the State is that labor is scarce, and industrious workmen can find prompt and abundant work.

Other reasons may be urged why Schools ought to be opened for colored children. These people for many years have been to us faithful servants, they have tilled our fields, and worked in our dwellings, performing acceptably all those duties which increase the convenience and comfort of social life. They have been our hewers of wood and drawers of water. Generation after generation has followed our bidding and helped to earn for us what we possess. In our homes their kind hearts have attracted the love of our children, and the faithful nurse is remembered with affection and treated even with respect. Now that they are free and provide for themselves; and this by no act of theirs, but by our will; our duty is to educate them, to give them knowledge enough to know how to provide for themselves. Grant them at least this much of the inheritance, that they may be able to take care of themselves and their families, and become valuable members of the community. This we owe to the colored people. To educate them is our duty as well as our interest.

The Constitutional provision by which the School money is divided according to population, without regard to color, I think imposes upon us a legal obligation to educate all children, without reference to caste, class or condition: and therefore in framing the bill which was presented to the General Assembly, I considered it my duty, as under the Constitution, to provide separate Schools for colored children, just as I would for any other class that I found in the State which could not mingle with the white children.

Money is appropriated and therefore ought to be used for colored Schools. According to the Constitution, all the money received from the 15 cent State tax is divided by the total number of persons between five and twenty years, white and black. Thus, one dollar and sixty-eight cents per year was apportioned to each person, and that sum multiplied by the total population between five and twenty years, gave the amount received by each County. Charles County, for instance, has

6,466 persons between five and twenty. She, therefore, receives \$10,883.47. But by act of Legislature she is released from the responsibility of educating 4,384 of those persons, they being black, and uses the entire School money for the education of 2,082, thus receiving \$5 for each. On the other hand, Allegany County receives \$18,264.24 for a population of 10,851, nearly all of whom have to be educated; there being only 464 colored children in the County, thus receiving only \$1.94 for each pupil.

This is an unjust discrimination in favor of certain Counties. It alone would furnish sufficient reason for requiring separate Schools to be opened for colored children, even were there no arguments upon economic and general grounds.

If the money is given for a specific purpose, it is the duty of legislators to require its faithful application.

While the State is holding back, an association of citizens, influenced by philanthropic motives, is endeavoring to make up our lack of duty. Their report shows thirty-four Schools in the different parts of the State, maintained by private liberality. The plan of operations for 1866, embraces 116 Schools, at an expense of \$56,000. If nothing more can be done, this Association ought at least be authorized to draw from the Treasury the amount paid for each colored child, but I trust the General Assembly will put into the law the sections reported by me last February, directing that separate Schools shall be established for the instruction of youth of African descent, whenever as many as forty claim the privileges of Public Instruction; these Schools to be under the control of the Board of School Commissioners.

No person of intelligence pretends to doubt the capacity of colored children to acquire knowledge. The experience of the past three years settles this point very satisfactorily; not only in our midst, but even in those portions of the South where slavery was more exacting, and the negroes were worked in large bodies upon the rice and cotton plantations, having very little intercourse with persons of any degree of intelligence. Our labor then will not be in vain, and I invoke the General Assembly to manifest its wisdom and philanthropy by proffering the blessings of education to a class of children long neglected, whose parents have rendered faithful service and by whose labor millions of dollars have been added to our wealth.

I leave politicians to discuss the question of suffrage, but this much may be asserted, that while it is very doubtful whether the colored man is fit to be trusted with the ballot, there can be no doubt that he ought to have the Spelling Book.

VIII.—PROPOSED AMENDMENTS TO THE SCHOOL LAW.

The amendments proposed, do not change the character of the School System, and with one exception embrace those sections which were reported by the Joint Committee on Education, but failed to receive the sanction of the Senate when the bill was under debate. They embrace:

1st. Certain verbal alterations which will remove that obscurity of expression which is claimed to furnish some reason for the difference of

opinion relative to the position and duty of the Baltimore City School Commissioners under the law.

2nd. Authority for payment of per diem to the Lieutenant Governor and Speaker of the House when acting as members of the State Board of Education.

3rd. Requiring the reading of some portion of Holy Scripture at the opening of School.

4th. A plan by which a district tax can be ordered and collected for building school-houses

5th. Vesting the State Board with discretion in appointing professors of the Normal School; to select men or women as they may think best instead of requiring the faculty to consist of two of each sex.

6th. Establishing separate schools for colored children.

7th. Power for continuance of local tax until repealed by popular vote, or an increase of direct tax to twenty cents.

TITLE I.

Chap. 1, Sec 3. Add after the word "County," "appointed by the State Board of Education."

Chap. 2, Sec. 2. Second clause amended so as to read "They shall select a uniform series of Text Books for use in all Public Schools and High Schools of the State."

Sec 2, Fourth clause, after appoint insert "The Principal and."

Sec. 2, Fifth clause, strike out of first line the word "County," and after Commissioner in second line insert "Appointed by them."

Sec. 5. After "Duties," in the third line, insert "And the per diem of the Lieutenant Governor and Speaker of the House of Delegates when acting as members of the State Board of Education."

Chap. 3, Sec. 7. Third line strike out "Schools established by this act," and insert "Public Schools of the State."

Chap. 4. After section nine insert the Sec. 11 as in Superintendent's Report, page 31, amend second line by striking out "New Testament," and insert "Holy Scripture"

TITLE II.

Chap. 1. Insert the sections reported by the Joint Committee providing a plan by which the voters can decide what, if any, tax shall be imposed upon the School District for erecting and furnishing a School-House.

Chap 2. Sec. 6. In Fourth line strike out "District Commissioners," and insert "Board of School Commissioners."

Chap 3. Sec. 2. Fourth line after word "Same," insert "Or may purchase."

Chap. 4. Sec. 6. Line 7th strike out "Forfeit," and insert "On conviction before a Justice of the Peace pay."

Chap. 7. Sec. 1. Third line strike out "County," and insert "Section of the State."

Sec. 1. Last line insert "Public" before Schools, and strike out "Organized under this law."

TITLE III.

Chap. 4, Sec. 3. Second line, after "of" strike out "Two male and two female Professors," and insert "A Principal and three Professors."

Sec. 7. Strike out "Be ex-officio the Principal," insert "Supervise."

Sec. 8. Second clause, last line, add "Exclusive of the amount paid for rent."

TITLE V.—MISCELLANEOUS.

Chap. 1. Strike out the whole chapter, and insert sections 1, 2, 3, and 6 of the bill as reported by Superintendent.

SOURCES OF INCOME.

Strike out section nine.

Section 10. Add to last line, "Except such articles as refer to the levying taxes for School purposes."

These sections to stand if the State tax is increased from fifteen to twenty cents.

The other alterations are verbal, and designed to correct errors in phraseology.

I cannot close this report to your Excellency without reference to our pleasant conferences in the cause of Universal Education.

Your zeal, intelligence and devotion to the best interests of the State appear in the development of The Uniform System of Public Instruction. Among many eminent and patriotic acts, none shine with more lustre than the advocacy of Free Public Schools, open to children of every class and condition.

In your Messages, this subject has been eloquently and wisely presented to the General Assembly. You enjoy the privilege of seeing your philanthropic sentiments take the form of Constitutional provision, and thus, during your Executive, become the fixed policy of the State. As the connexion of Schools with the best interests of Maryland become manifest, and by liberal appropriation their work is efficiently accomplished, our citizens will gratefully remember that by your counsel the great reform commenced.

To be permitted to labor in this cause is to me the source of great satisfaction. The toil of thirty years, by which I have gained experience as a teacher, will be amply repaid if it enable me to carry to successful issue the system which has been inaugurated.

By all my reading and daily observation, I am deeply impressed with the importance of this trust. As the work of the Christian Ministry, it is the subject of meditation and prayer. While writing these lines I have before me the statistics of the State Penitentiary. The report says "out of 400 inmates only 206 can read and write, and only one is well educated."

Let Economists and Philanthropists consider this, and ask: "Had the privileges of Education been extended to these unfortunates, how many might have been saved from degradation and crime?"

L. VAN BOKKELEN,

State Superintendent of Public Instruction.

S T A T E M E N T

Showing the Population between the Ages of Five and Twenty Years, Assessment, Levy of State School Tax for 1865, and the Apportionment of State School Tax for 1865 in each County and the City of Baltimore.

COUNTIES.	White Population between 5 and 20 yrs.	Colored Population between 5 and 20 yrs.	Total Population between 5 and 20 yrs.	Assessment.	Levy of State School Tax for 1865.	Apportionment of State School Tax for 1865.
Allegany.....	10,387	464	10,851	\$4,945,415	\$7,418 12	\$18,2642 1
Anne Arundel..	4,496	4,902	9,398	6,390,105	9,585 15	15,818 57
Baltimore City.....	60,550	8,988	69,538	129,199,817	193,799 72	117,045 31
Baltimore County.....	16,472	2,769	19,241	21,105,468	31,658 20	32,386 16
Calvert.....	1,461	2,645	4,106	1,920,156	2,880 23	6,941 16
Caroline.....	2,897	1,480	4,377	2,096,549	3,144 82	7,367 30
Carroll.....	8,157	796	8,953	10,256,074	15,384 11	15,069 55
Cecil.....	7,176	1,466	8,642	7,764,646	11,646 97	14,546 08
Charles.....	2,082	4,384	6,466	3,228,587	4,842 88	10,883 47
Dorchester.....	4,387	3,423	7,810	4,664,462	6,996 93	13,145 67
Frederick	14,170	3,285	17,455	21,319,529	31,979 28	29,379 99
Harford.....	6,262	2,171	8,433	6,860,231	10,290 34	14,194 30
Howard.....	3,434	1,727	5,161	3,863,740	5,795 61	8,686 92
Kent.....	2,633	2,293	4,926	5,216,760	7,825 14	8,291 37
Montgomery	4,033	2,859	6,892	4,972,061	7,458 09	11,600 61
Prince George.....	3,537	5,501	9,038	7,226,412	11,439 62	15,212 62
Queen Anne.....	3,096	2,977	6,073	5,343,441	8,015 16	10,221 98
Somerset.....	5,810	3,894	9,704	5,209,957	7,814 93	16,333 62
St. Mary.....	2,419	3,279	5,698	2,602,152	3,903 22	9,590 79
Talbot.....	2,896	2,599	5,495	4,965,938	7,448 90	9,249 10
Washington.....	10,634	1,197	11,831	14,446,646	21,699 97	19,913 76
Worcester	5,216	2,915	8,131	4,514,040	6,771 06	13,685 98
	182,205	66,014	248,219	\$278,512,186	\$417,798 45	\$417,798 45

TEXT BOOKS.

Adopted by the State Board of Education for the use of the Public Schools and High Schools of Maryland.

FOR PRIMARY AND GRAMMAR SCHOOLS.

- | | |
|-----------------------------------------|--------------------------------------------------------------------|
| Sargent's Standard Speller, | Cornell's Primary Geography, |
| Sargent's Pronouncing Spelling Book, | Cornell's Grammar School Geography, |
| Lynd's Etymology, | Goodrich's Child's History of the U. S. |
| Webster's School Dictionary, | Goodrich's Pictoral History of the U. S. |
| Willson's Primer, | Phelps' Philosophy for Beginners, |
| Willson's Readers, Nos. 1, 2, 3; 4, | Phelps' Chemistry for Beginners, |
| Sargent's Reader, No. 4, | Phelps' Botany for Beginners, |
| Willson's School and Family Charts, | Northend's Little Orator, |
| Quackenbos' 1st Book in Eng. Grammar, | Northend's Entertaining Dialogues, |
| Quackenbos' English Grammar, | Sargent's Standard Intermediate Speaker, |
| Davies' Primary Arithmetic, | Payson, Dunton & Scribner's Penmanship, |
| Davies' Intellectual Arithmetic, | Payson, Dunton & Scribner's Book-Keeping, Double and Single Entry, |
| Davies' Elements of Written Arithmetic, | Bond's Copy Books, Nos. 1 and 2, |
| Davies' Practical Arithmetic, | Bond's Copy Slips, |
| Davies' Elementary Algebra, | School Boys' Infantry Tactics, |
| Walton's Arithmetical Cards and Key, | Wells' Science of Common Things.. |
| Cornell's First Steps in Geography, | |

FOR HIGH SCHOOLS.

In addition to those Text Books of the Grammar School List, which may be used for High School Classes

- | | |
|---------------------------------------------------|-------------------------------------------|
| Webster's High School Dictionary, | Smith's Student's History of Greece. |
| Scholar's Companion, | Liddell's Student's History of Rome, |
| Willson's Reader, No. 5, | Worcester's Elements of Universal History |
| Sargent's Reader, Part II. No. 5, | Wells' Natural Philosophy, |
| Quackenbos' First Lessons in English Composition, | Wells' Elements of Chemistry, |
| Quackenbos' Composition and Rhetoric, | Wells' Elements of Geology, |
| Davies' University Arithmetic, | Lincoln's Botany, |
| Davies' University Algebra, | Brockelsby's Elements of Astronomy, |
| Dayies' Elements of Geometry and Trigonometry, | Emerson's Manual of Agriculture, |
| Davies' Legendre's Geometry, | Hart's Constitution of the United States, |
| Davies' Surveying and Navigation, | Philbrick's Union Speaker, |
| Davies' Differential & Integral Calculus, | Spalding's History of English Literature, |
| Cornell's High School Geography and Atlas, | Northend's Dictation Exercises, |
| Warren's Physical Geography, | *Wayland's Moral Science, |
| Burritt's Geography of the Heavens and Atlas, | *Wayland's Political Economy, |
| | *Wayland's Intellectual Science, |
| | Boyd's Milton's Paradise Lost, |
| | Boyd's Cowper's Task, |
| | Boyd's Thompson's Seasons. |

*The Abridged Editions of Professor Wayland's Works may be used, if desired.

CLASSICAL SERIES.

- | | |
|-----------------------------------|-----------------------------------|
| Brooks' First Latin Lessons, | Brooks' First Greek Lessons, |
| Brooks' Historia Sacra, | Brooks' Collectanea Evangelica, |
| Brooks' Viri Illustres Americæ, | Bullion's Greek Lessons, |
| Brooks' Cæsar's Commentaries, | Bullion's Greek Grammar, |
| Brooks' Ovid, | Bullion's Greek Reader, |
| Harkness' Latin Grammar, | Johnson's Herodotus, |
| Hanson's Book of Latin Prose, | Owen's Homer's Iliad, |
| Hanson's Book of Latin Poetry, | Arnold's Greek Prose Composition, |
| Arnold's Latin Prose Composition, | Cleveland's Grecian Antiquities, |
| Dillaway's Roman Antiquities, | Tooke's Pantheon of Heathen Gods. |

No Latin or Greek Lexicon has been adopted, because the Text Books are provided with ample Vocabularies. Students wishing larger Lexicons may use such Editions as they have at home, or purchase such as the High School Professor recommends.

A P P E N D I X.

71078494

71078494

APPENDIX.

The following letter was addressed to Presidents of the School Boards of the State of Maryland, by the State Superintendent, Dec. 1, 1865. The replies, or extracts from them, are here presented :—

Dear Sir :

I wish to incorporate, in my Report to the Governor, so much statistical information as may be practicable, concerning the Schools organized under our new system. Although the Law does not require from you a detailed report until the close of the current School year, June 30th, 1866, it is important that some exhibit be made of the condition of public instruction in your County, and the opinions entertained by the citizens upon the subject of general education. I therefore ask for such facts as you may be able to communicate, and suggest the following topics:

1. The condition of the Schools under the old local law; the School-Houses, Teachers and mode of supervising.
2. By what funds supported, and what degree of efficiency the Schools attained.
3. Your opinion of the general intelligence of the people of the County, and whether there are many who cannot read and write.
4. Whether there is evidence of zeal in sustaining Public Schools, and a willingness to erect and furnish School-Houses.
5. The action of your Board relative to Teachers' salaries—the rule adopted for the distribution of Text-Books—the number of boys and girls who attended School during the Term ending Nov. 15, 1865—the aggregate amount paid for salaries, and the amount paid for incidental expenses.
6. How long will you be able to continue the Schools with the present income?
7. Your opinion of the School Law. Is it a good working system and adapted to your wants? What additions, alterations, or amendments would you advise?

Your views on these and any other points are solicited, that I may make my report of practical value.

I am the more desirous to have your suggestions because the General Assembly will meet in special session January, 1866, when,

if needed, we can perhaps secure such legislation as will entirely adapt our School Law to the important work which it is designed to accomplish.

While traveling through your County, you have had a full opportunity to converse with the citizens and to make personal investigations, as well as to examine School-Houses, School Furniture and School Teachers. Let me have the result of your observations, which, added to such information as I have gathered, will give us a fair exhibit of what has been done, what we are doing, and what we expect to do.

Respectfully yours,

L. VAN BOKKELEN.

ALLEGANY COUNTY.

In reply to your communication, asking information upon certain topics suggested, I have the honor to report :

Topic 1st. "The condition of Public Schools under the old local law—the School-Houses, Teachers, and mode of supervising."

Answer. The old law, all will concede, was extremely defective. In many respects, especially toward the close of its existence, it was worse than none at all, for these reasons among others. There was no supervision. Supervision was supposed to be exercised by local directors. The directors were often illiterate men, who paid little attention to the Schools. The School-Houses were very inferior. Little money was spent upon them. They were poorly built, poorly furnished—in short, scarcely School-Houses at all. Teachers were placed in Schools who were themselves often very ignorant. Reading, writing and arithmetic being the branches mostly taught, and these very imperfectly, it degenerated at last into a system of very bad habits for the children. It wanted, in itself, the elements and agencies of vitality.

Topic 2d. "By what funds supported, and what degree of efficiency the Schools attained?"

Answer. They were supported by the State and County Tax, and by tuition charges of \$1 per term for each Scholar. Their efficiency, or want of efficiency, is covered in answer to topic 1st. Of real efficiency there was none.

Topic 3d. "Your opinion of the general intelligence of the people of the County, and how many can read and write?"

Answer. The general intelligence of the people of the County is at an extremely low ebb. A large proportion can neither read nor write, and make no such pretensions. Many imagine they can read and write, when they can certainly not do either; and of those who can read and write, no great number can do much more. Of

course, in such an intellectual condition, there can be no lack of opinions upon any subject, and no diffidence in expressing such opinions; but no *concert of action* can be expected in any matter, especially in that of inaugurating a wise system of public instruction.

Topic 4th. "Is there evidence of zeal in sustaining Public Schools, and a willingness to erect and furnish School-Houses?"

Answer. No. As a general thing the *people* are willing to *send to Public Schools*, but the people are not willing to build, repair, furnish, or in any other way aid the Public School cause. They expect a perfect School system without any exertion on their part, and expect perfection at once. They think because they pay a small tax, that tax should furnish houses, teachers, furniture, and *even books*.

Topic 5th. "The action of your Board relative to Teachers' salaries? What rule adopted for distribution of Text-Books? Number of boys and girls attending School during Term ending Nov. 15th, 1865? Aggregate salary and aggregate expenses? How long can you continue the Schools with present income?"

Answer. 1st. We pay from \$35 to \$50 per month, to men and women teachers alike, according to size of the School. For all up to or under thirty Scholars, \$35 per month—from thirty Scholars to sixty, from \$35 to \$50 per month. 2d. Text-Books are invariably sold for cash, except when parents are too poor to buy, and then the books are given. 3d. Number of boys about 2,000—number of girls about 2,000; attending School Term ending Nov. 15th, 4,000. (There are more children in this Term.) 4th. The aggregate salary is about \$4,500; but the Term was fractional, and the aggregate incidental expense is \$250. 5th. We shall perhaps be able to keep our Schools going six months.

Topic 6th. "Your opinion of the School Law? Is it a good working system, and adapted to your wants? What additions, alterations or amendments would you advise?"

Answer. The law, in its main features, is good—requiring only here and there a slight modification to adapt it more completely to particular sections. From present experience, I am prepared to pronounce definitely only upon one or two items of amendment. 1st. Children should be compelled to go to School. It should be the duty of every Commissioner to see that every child in his district goes to some School—if not to a private, then to a Public School—and for every delinquency a heavy fine should be imposed. If this be not done, the law will, to many, be a dead letter, and the object of the State, in making the law, will be in great measure evaded. The children who do not go to any School, are just the children that will develop into men and women of whom the State needs, at any cost, to be rid. All children should be compelled to go to School at least six months in the year. Many send to School only a few weeks in winter, and the result is that many children, though nominally going to School many years, grow up and remain in absolute ignorance. 2d. The County Director, or President of the

Boad, should not, in this County at least, have a district in charge. The general work itself is, at present, more than one man can well do, for each School should be visited often. From the peculiar topography of the County, it would pay, after one visitation in each year by the President, to place the upper section in the hands of an assistant. The Schools in that section, or in any other, cannot be deferred till summer, for the children go to School in winter and work on the farm in summer. 3d. At present Commissioner Districts are too large, or compensation for the labor required is too small. It is true we have now too many Schools, but even when the number is properly reduced, the districts will still be too large. Men with any business on their hands, cannot afford to leave it for \$3 per day, and men with no business are not sufficiently plenty to attend to the School business, or even if they were plenty, such men have generally no business because they are not fit for any.

In this report I speak of the people generally, *i. e.* as a mass. There are many happy individual exceptions to the general condition. I would, however, impress the thought, if possible, that in our present condition it is almost of no use whatever, *in the absence of School-Houses*, to undertake anything. Though this report and the printed form hereto attached, speaks of "School-Houses," it is in every case in an accommodated sense. *We have, literally, not one School-House in the County.* There are, perhaps, half a dozen approximations, but the closest approximation is here, in Mt. Savage, and it is so small it will not accommodate one-fifth of the children. *We have no School-Houses*, and in their absence many of our best exertions come very near absolute failures. We cannot introduce good furniture into such houses, for it would soon be ruined. I would earnestly recommend that a tax sufficient be levied for building School-Houses; or, if this cannot be done, that the Board be empowered to borrow money sufficient; or, if this cannot be done, then that our Schools be closed for two or three years, and the money be spent in building School-Houses.

Respectfully,

O. PERINCHIEF,
Prest. Board, Allegany County.

ANNE ARUNDEL COUNTY.

IN accordance with your request, I herewith submit the following report of the workings of the Public School System in Anne Arundel County, Maryland.

The condition of the Schools generally, under the old system, was by no means encouraging. The Trustees whose duty it was to procure and appoint Teachers, were often selected without reference to their qualifications for the office, and without regard to the interest they might feel in the success of Public Schools. The

natural result was, that Teachers were sometimes appointed to instruct the young, who were not competent to teach even the ordinary branches of an English education. Not receiving any compensation for their services, these Trustees could not be expected to neglect their own business in order to serve the community in which they lived, and hence few, if any, ever visited the Schools to ascertain how they were conducted or to examine the children. Teachers might therefore neglect their duties or perform them imperfectly, as there was no one to oversee them or call them to account. Having no examinations of the pupils, and no kind of exercises fitted to stimulate the children in their efforts to acquire knowledge, or the Teacher in his endeavors to impart instruction, there was consequently but little life, progress or interest visible.

While this was the general aspect of our Schools, there were also honorable exceptions, where the Trustees were both qualified and faithfully performed their duties. The same can be affirmed respecting the Teachers, for some of our most efficient ones at present, also taught under the old system. All these greatly prefer the new system; they regard the visits of the Commissioners, and of the President of the Board as eminently conducive to the prosperity of their Schools. The children look forward with great interest to these occasions. As we always examine a number of classes without previous notice to those who are to be examined, the whole School is beneficially affected by these visitations and the exercises connected therewith. These visits also afford opportunities to teachers to exhibit their methods of instruction, and they are gratified and encouraged when they see that their efforts to instruct the young are appreciated. We also make these visits subservient to the interests of Public Instruction, by conversing with Teachers on the best methods of imparting knowledge and maintaining good discipline. We have been very fortunate in our selection of teachers; with few exceptions they are well qualified to instruct, and good disciplinarians. We already witness a decided improvement in the condition of the Schools, and parents bear testimony to the increased interest which their children manifest in their studies.

I regret to say that many of our School-Houses are in a dilapidated condition—some must be rebuilt, and others require extensive repairs. We have built one new house, and another is under contract. Nearly all our houses require attention; some need new desks, wood sheds, and other improvements. We have not considered it prudent to expend much money at present in building new houses, we are endeavoring to create a fund for this purpose, and in the meantime only make such repairs on houses as are absolutely necessary. If the law could be amended so as to require or authorize a capitation tax of fifty or even twenty-five cents per term, for each pupil, it would aid us materially in the creation of a building fund. Such an amendment of the law would enable us to commence the building of new houses on an improved plan at an early day. Houses built according to the models given in the

By-Laws, and appropriately furnished with good desks, maps, and cheap paintings, would exert a happy influence upon the minds of the children, and commend the system to public favor. Helvetius maintains that genius is not a natural endowment, but the offspring of culture. While we do not agree with his theory, we do hold with him that all objects are educators. The objects surrounding children in a School room exert an insensible yet powerful influence upon their minds. If the objects are agreeable, either in the shape of a vase of natural flowers, cheap landscape pictorials, specimens of art, minerals, shells, or such things as can be collected with little or no expense, they will prove silent but eloquent instructors, and may, in many instances, exert an influence which will shape the future calling and destiny of children. Very slight influences, or the presence of peculiar objects, may exert a formative power on the minds of youth. The ruins of the Coliseum of Rome, suggested to the mind of Gibbon the splendid work which made him immortal. The reading of a small poem, when six years old, gave direction to the mind and formed the character of Voltaire. Many other illustrations might be adduced which go to show the power of surrounding objects to call forth the slumbering energies of the youthful mind, and so mould and direct the outgoings of the mental energies that they will forever flow in the channel into which they were directed by such a small thing as a rose, a pebble, or a shell. If we can encourage our teachers to exhibit care and neatness in dress, and to manifest a taste for the beautiful by plucking a few flowers for their desks, or adorning their school rooms with a few pictures or other objects of interest, they will find all these co-workers with them, in exerting a refining and elevating influence upon their schools.

In regard to the intelligence of the citizens I would remark, that it will compare favorably with that of any other section of the State. Our County contains a large number of educated men and women. So far as my knowledge extends, there are comparatively few who cannot read and write.

In several localities in this County there is little zeal manifested in the cause of public instruction. There are instances where parents refused to purchase the books which we now use; in such cases we instructed the Teachers to use those which they had, but not permit the introduction or use of any new books except those provided by the State Board. I am happy to inform you that there are comparatively few who have acted thus, and these I doubt not will soon be won over to the system by patience, gentleness and firmness in carrying out the provisions of the law. We have, however, on the other hand, intelligent and firm friends of the new system. The Board of Commissioners are unanimous in the opinion that the School Law will work well, and when once properly understood by the people, and its superiority illustrated in the improved condition of the Schools, all opposition from thinking and honest men, must vanish as the vapor before the rising sun.

While education is not, so frequently as could be desired, the topic of conversation or discussion in our community, the people generally appreciate the importance of affording their children facilities for intellectual culture. This is manifest from the number of Academies and Institutes within the limits of our County. In the Fourth School District, we have an admirably conducted school, known as the West River Institute, in highly flourishing condition, Rev. R. G. Chaney being the Proprietor and Principal. There are also two Academies within three or four miles of Owensesville, one of which is under the efficient management of Rev. Dr. Nelson, former President of St. John's College, and the other is under the control of Rev. Mr. Nourse, an accomplished scholar. Both schools are in a prosperous condition. There are also several Academies in the Third School District, one at Annapolis, and one at Millersville. The number of children who attend the Public Schools number from twelve to fifteen hundred. From these data it may be justly inferred that the people are not indifferent to the cause of Education. Notwithstanding the encouraging aspect of the cause of education in our County, there are still some parents who seem to be totally indifferent about the education of their children. One of our Commissioners, who is well acquainted with the citizens of this County, suggests that a law should be passed requiring the people to send their children to school for a certain number of years. There is a class composed of poor people, who either hire out their children at an early age, or permit them to be occupied in fishing, crabbing, &c., and thus assist in supporting the family. As they cannot follow these occupations during the winter, parents ought to be required to send their children to school for at least six months in the year.

Rev. R. G. Chaney, Commissioner of the Fourth School District in his report concerning the workings of the new system, remarks—“We learn with pleasure, that *a new interest has already been awakened both in teachers and pupils under the new system.* The Commissioner in visiting his Schools examines the pupils and notes the advancement made by them, in their several studies. This process alone, we learn, has had a very happy effect in inciting both teachers and pupils to renewed diligence and more earnest work.”

In concluding this brief report, I cannot too highly commend the Commissioners associated with me; they have faithfully discharged their duties. They are all men of intelligence and energy, loving the work in which they are engaged; and I feel encouraged to hope that our joint labors will be accompanied with the happiest results to the rising generation, and that the new system, once thoroughly organized and in good working order, will illustrate its superior excellence and prove a blessing to the youth of our State.

Respectfully submitted,

F. R. ANSPACH,
*Pres't of the Board of P. S. C.
of A. A. Co., Md.*

BALTIMORE COUNTY.

As the closing remarks in your communication of the 1st inst., indicate a special desire to have replies to your suggested topics, it may be prudent to confine myself chiefly to them.

In reply to the 1st and 2d interrogatories, I would respectfully state that, under the old law, there were 102 Schools in operation, in charge of 102 Principals and 11 Assistants, under the supervision of 13 Commissioners, elected biennially by the people, and 5 Visitors, for each School, chosen annually by the patrons. Teachers were not employed without procuring a certificate of qualification from a Board of Examiners appointed by the President of the School Commissioners. Of the houses, there were 68 in good condition, 16 in ordinary condition, and 18 greatly in need of repair. The funds by which the Schools were supported, amounted in the aggregate to \$46,820.12, arising from a county tax, the Free School and Academic funds, tuition fees, and fines and forfeitures. From the printed reports of the Commissioners, it is evident that the efficiency of the Schools annually increased; and my first official visit enables me cheerfully to endorse the encouraging statements in the report for 1864. This report also contains a succinct history of the system from its incipiency, most flattering, in its summary of details, to every friend of education in the County.

In the absence of the 2d volume of the Census of 1860, we have to refer to the Census of 1850, in order to approximate a correct answer to a part of the 3d topic. Though the Census to which allusion is made, does not afford a correct mode of ascertaining the number in the County who could not read and write when it was taken, on account of containing the City and County combined, yet, by a pro rata calculation, from which, for several reasons, a deduction should be made in favor of the County, I find the number of white adults who could not read and write, is 1,266.. Now, if the yearly increasing facilities for intellectual improvement which have been extended since 1849, and the stimulus which children constantly exhibiting the beneficial advantages of the Public School give to the unlettered as an incentive to study, together with the mortality of the same time, be taken as part of a basis for forming an opinion, it may be safely asserted that the class referred to is very small indeed.

With reference to the general intelligence of the people, I think no better evidence can be adduced than their system of Public Schools, the fostering care extended over them, the augmentation of the fund necessary to their support, and the beneficial results arising from their successful continuance. In 1855 the expenditure for School purposes was nearly \$22,000; in 1864, nine years subsequent, it reached over \$46,000, a monetary proof that the interest in that time more than doubled. Now, as to the beneficial result, a comparison of different reports shows that, in 1858, 3,700 pupils attended School, and 4,512 did not attend, making a total of 8,212. In 1864, the names of 8,071 pupils were registered as having

attended during some part of the year, or nearly as many as the entire number of pupils attending and non-attending reported six years before. A comment might be made on this favorable aspect, but for the desire to make the communication as brief as possible. Other, though not as palpable, proofs of the general intelligence of the people could be advanced; such as the improvements progressing in all parts of the County; the increased employment of labor-saving machinery; the feeble hold which old prejudices have upon the citizens; the liberal support of two well conducted County papers; the large supply of varied literature which finds its way to the numerous post-offices throughout the County; the various societies organized in different sections, whose laudable objects are generally, if not always, the fruit of the excellent education of their originators; and the Schools of a higher order established in several districts, to supply the demand for culture which the Public School, under the old law, was unable to do.

The Board, at its first session, adopted, for each term, \$75 as the minimum salary for a School numbering 15 scholars, and \$165 as the maximum, with a sliding scale of \$2 for each pupil from 15 to 25; \$1.50 from 25 to 35, and \$1 from 35 to 90. Assistants receive \$50 per term as the minimum, with fifty cents for each additional pupil from 60 to 100.

At the last session of the Board, it was unanimously resolved to have the salaries graded to correspond with the certificates. For teachers holding First Class Certificates, the minimum salary, per term, will be as at present; for Second Class, \$65, and for those holding Permits, \$50. This resolution will take effect after the 31st of January, 1866. The books and stationery are furnished to the scholars, who are charged 75 cents per term for their use, unless exempted by the Commissioner.

The report for the fall term shows an attendance of 2,454 boys and 2,216 girls. Total, 4,670 scholars. There were 122 Teachers and Assistants employed. The aggregate amount paid for salaries was \$13,057.48, and for incidental expenses, including purchase of stores and repairs of houses, \$1,826.10.

The present income will keep the Schools in operation four terms, and unless an unusual increase of scholars attends, the Board will have a balance in its favor, which, as far as practicable, will be faithfully used in erecting School-Houses, and furnishing suitable furniture and apparatus.

With so many evidences of the good already accomplished in our County under the old system, and the encouraging prospects prominently before us as unavoidable consequences of the excellent improvements of the present law, affording, as it does, unexampled and unparalleled advantages to every youthful aspirant to literary honors, I cannot avoid entertaining a good opinion of it. It may need some modifications in its minor details, but even as it is, a liberal support of its provisions, combined with an enlightened and energetic management of its operations, will develop beneficial results which, at the present time, can be contemplated only in theory.

Teachers' Associations having been wisely recommended as important means for elevating the standard of public instruction, liberal provision for their encouragement, embodied in the School law, would tend greatly to increase their efficiency and usefulness. The time specified for the duration of their meetings is so short that but little good can be effected. If, instead of Saturday, the Friday and Saturday of some month, once in each term, were given them, and a certain minimum amount fixed, to be appropriated by each County Board, to procure the services of competent lecturers, provide educational works and periodicals calculated to diffuse among the teachers a more extensive knowledge of the high and responsible duties of their honorable profession, and of the improved methods of teaching and School government, I think the Associations would fully accomplish the purposes of the law for their organization.

I would respectfully call your attention to a comparison of Sec. 7, Chap. 3, Title 1; Sec. 6 Chap. 4, same title, and Sec. 5, Chap. 7, Title 2, of the School Law, with each other. In the first it is optional with parents to provide books of the uniform series in any manner; in the next the idea is conveyed that a rate-bill is to be charged for their use; and in the last section, the various Boards have committed to them the power of providing for the sale of the books, or charging a rate-bill for their use. It seems as if the action of the Board would include all the scholars under its jurisdiction, yet the first section alluded to apparently exempts the parent complying with it, from obedience. A verbal modification of these sections would make them clear and consistent.

I find great objection to purchasing books and stationery, or paying for their use, as required by law. The citizens say that they thought the system was to be free, but that the present mode of procuring books and stationery, with the increased tax, makes it less free than before. It is my opinion, and that of nearly all with whom I have conversed upon the subject, that the cheapest and most uniform way to supply the books and stationery, would be by an additional tax of two cents. The revenue thus arising would be ample for the purpose; obviate this objection; tend to make the system, in this particular, the same in all the counties; have it emphatically free, and by relieving the teacher of the onerous duties of a book-agent, which consume much of his precious time, and not unfrequently occasion unpleasant feelings, would better qualify him to bestow his undivided attention, upon the official duties of the School. As an additional argument, I respectfully submit an extract from the report of the Superintendent of a sister State: "It will be found, almost without exception, that where the system of making the Schools free, by a property tax, has been adopted, the Schools are better, more permanent in their arrangements, and more regular in their attendance, than in those districts where rate-bills are still collected."

Very respectfully, yours, &c.,

R. C. McGINN,
Prest. Board School Com., Balto. Co.

CALVERT COUNTY.

The Schools existing at the time of our appointment were organized under the laws of 1860 and 1862.

Although this was an improvement on the system which preceded it, yet in some of the essentials of a good system, it was radically defective. I refer to School Houses, Teachers and Supervision, on each of which topics I would offer a few remarks.

SCHOOL HOUSES.

Of the 19 houses employed for School purposes, 9 were of frame, 10 of logs. The frame tenements, though substantial, were diminutive, and destitute of all pretension to good taste in their appearance. The log buildings were of the rudest construction. In one case a log barn had been purchased by the County at a cost of \$130, and devoted, without alterations, to the imprisonment of children.

The furniture of all the Schools was in perfect keeping with the exterior. It consisted of a single desk, extending along each sidewall, and a few rough benches, without backs. Neither Map nor Globe graced the room. Blackboards had indeed been introduced, but their untarnished surface evinced little use.

These School Houses, objectionable in themselves, were rendered still more so by their location, seated as they all were within a few yards of the highway, and subjected to the dust and the interruption of travel. If a triangular lot of barren land, bounded on each side by a public road could be found, it was selected par-excellence as a suitable site.

TEACHERS.

All those employed in the Schools at the time of our appointment, had been duly qualified by the former Commissioners. Many of these Teachers have been continued in the Schools under the present system by "Permits" from us until an examination be had; no reliable opinion can be formed of their ability; but my visits to the Schools under their charge have furnished proof, in too many instances, that a lifeless routine method marked the recitations.

The discipline of the mental faculties and cultivation of habits of independent thinking on the part of the pupil, occupied but little of the Teacher's attention, the chief object aimed at being the correct repetition of the *words* of the text-book.

SUPERVISION.

Here lay the chief defect of the old system. The important duty of visiting and examining the School, of noting the conduct of the Teacher and progress of the pupils, devolved upon the Trustees, who were not unfrequently selected without regard to their zeal or capacity. Need it be wondered, if, under such circum-

stances, the best efforts of the Instructor should fail and the efficiency of the School be destroyed?

FUNDS.

✓ The Public Schools were, hitherto, almost entirely dependent for their support on State donation until the Act of 1862 was passed requiring the Commissioners to establish a "Rate-bill" of Tuition fees, based upon the assessable property of the patrons. The maximum charge was accordingly fixed at twelve dollars per annum, for tuition in the English branches. During the year 1863, there was paid for tuition fees \$1634.99, in 1864, \$1468.07 and for the eleven months, ending June 30th, 1865, \$1179.15. The total receipts of the old Board, from all sources, were, for the last eleven months of their incumbency, \$4141.58, while their expenditures were, for the same time, \$6528.09, leaving a debt to be provided for by us of \$2383.53, which, added to the cost of protests on their checks, makes a total deficiency of \$2411.11. Of this debt we have paid \$2281.11.

GENERAL INTELLIGENCE OF OUR PEOPLE.

While I cannot speak in flattering terms on this head, I am not prepared to give the exact number of the illiterate adults, though it would appear, by the census of 1850, that out of a total white population of 3630, we had 365 adults, or nearly ten per cent. who were unable to read or write, and I fear the proportion has not diminished since.

I regret also to be obliged to confess that the zeal of our community has exhibited itself thus far less in sustaining than opposing our efforts towards the introduction of the new system, and I have yet to hear of the first contribution, to aid in the erection or furnishing of a new School House.

✓ Universal Education finds here but few supporters. The prejudices of Partizanship, Sectionalism and Caste have all been invoked against it. The Demagogue dreads Free Schools, which engender free thought and render the masses less subservient to their leaders. The Sectionalist recognizes in Free Schools the odor of "Yankeedom," the advocate of Caste declaims against Free Schools, as detrimental to the contentment of the poor.

In certain neighborhoods, board is refused the Teacher, and thus the School is kept closed.

Yet, notwithstanding all these obstacles, we cannot but indulge the hope, that with a better comprehension of the Law and the practical exemplification of its benefits, our noble Educational System will win its way to public favor, and our people rise to the full measure of their duty in sustaining it.

RULE FOR PAYMENT OF TEACHERS.

Early in September last, we adopted the following rates for the Fall Term:

Fifteen scholars entitle the Teacher to seventy-five dollars per term, and for each additional scholar above fifteen, and less than thirty-five, the teacher receives one dollar and twenty-five cents per term. This rule was applicable to those holding either Grade of Certificate, and afforded an annual minimum salary of \$300, a maximum of \$400.

For the present, or Winter Term, we allow holders of Second Grade Certificates \$75 per term, as before, for the first fifteen scholars; one dollar and fifty cents per term for each scholar additional, up to twenty-five; \$1 per term for each additional, to thirty-five; and fifty cents per term for all above thirty-five, making an annual minimum salary of \$300, a maximum of \$460.

The holders of First Grade Certificates are entitled to \$90 per term for the first 15 pupils, and the same rates as for Second Grade Certificates for any number above 15, making an annual minimum salary of \$360, a maximum of \$520. The aggregate amount paid Teachers for salaries, to November 15, 1865, was \$780.01, for incidentals, \$82.10.

ATTENDANCE OF PUPILS.

Owing to the delay consequent upon the repair of School Houses, a majority of the Schools remained unorganized till near the end of the Fall Term; and the attendance was consequently very meagre, the whole number of girls being but 98, the boys 133, total, 231; an average number of 15 to each School in operation.

The deprivation of labor, consequent upon Emancipation, is plead by many, as an excuse for the detention of the child from School.

It is to be hoped that the Legislature may devise some remedy.

The adoption of the coercive provision proposed in your draft of the School Bill would be advisable.

The annexed table presents the average annual attendance and cost of Education from 1838 to 1865.

Years.	No. of Schools.	No. of Children. Enrolled.	Average Attendance.	Cost.	Cost. per Pupil.
1838—'53	21	305	200	\$2,002 10	\$9 94
1854—'60	12	309	273	3,320 00	12 56
1861—'62	20	528	344	5,698 62	16 62
1863—'65	20	499	280	6,295 17	19 44

In connection with the amendment above suggested, I beg leave to offer a list of others, of more or less importance, in giving increased efficiency to the Law.

1. Make the functions of the President of School Board distinct from those of the Commissioners.
2. Require the reading of the Scriptures by the Teacher.
3. Require the Schools to be kept open an *average* annual period of 6 hours—less in winter, more in summer.
4. Prohibit the use of School House for *political* meetings.
5. Secure the Schools the benefit of fines and forfeitures.

DISTRIBUTION OF TEXT BOOKS.

The Secretary of the Board furnishes each Teacher with appropriate blanks on which to make out his order for books and stationery. This requisition, after being endorsed by the Commissioners, is returned to the Secretary, who has the order filled, and the books distributed, accompanied with a bill showing the selling prices affixed by the Board. The Teacher is required to make out separate bills for each patron and to exact payment in advance. No deviation from this rule is allowed, except in case of indigent children, to whom the books are loaned, upon the written permit of the Commissioner. In determining the price at which the books should be sold, the Board used the margin now allowed them by the publishers as liberally as possible, without reaching the retail price.

INCOME.

The present income is barely sufficient to meet the existing salaries and incidentals. Without an increase of funds there is no possibility of erecting School Houses, or of securing thoroughly qualified Teachers. Until this is done, the full benefit of the new system cannot be realized. To meet this deficiency the Board, at one time, contemplated the sale of certain Bank Stock, held by them. But upon consultation with those, whose opinion was entitled to respect, were induced to abandon their intention. Our next resource was, to endeavor to obtain the amount due us by the County.

This debt originated in 1845, when our County borrowed \$12,000 of the Bank Stock, standing to the credit of the Schools. By the Act authorizing the loan, it was stipulated, that the County should levy annually for the use of Schools, \$750, as interest, and "whenever Primary Schools were established under the Act of 1837" levy in addition \$2000 per annum, till the School fund was reimbursed. In 1862 an act was passed requiring the County to levy \$300 additional to the \$750, to meet arrearages of interest then due. This \$1050, since that date, has been regularly levied and paid. At the time of our organization, it was claimed that the arrearages had been fully met. This the Board disputed, and by mutual agreement with the County Commissioners, an arbitration was had, which awarded the Board about \$4,000, arrearages of interest, making the entire indebtedness of the County, to the School fund, about \$16,000. Under the views entertained by the County Commissioners, however, no part of the principal is immediately available, as the condition precedent on its payment was never fulfilled, "no Primary Schools having been established under the act of 1837," and even the present levy, will, in their opinion, cease to be obligatory after January, 1867, under the operation of that clause of the existing School Law, which repeals all local laws relating to the levying of taxes in the several counties. (Vide "Sources of Income," Chap. 1, Sec. 9.) Whilst we do not see the

force of this reasoning, we respectfully call your attention to the difficulties presented in regard to the collection of this debt, of \$16,000, due to the School Fund by the County, and hope you will secure for us such further legislation as may be needed, to recover it as promptly as the wants of our Schools require. My acquaintance with the present School Law, leads to the belief, that in all essential features, it has the machinery necessary to a good working system; and with such modifications as experience will suggest, will be entirely adapted to our wants.

All of which is respectfully submitted,

JNO. R. QUINAN,
Pres. Bd. S. Com. Calvert Co.

CAROLINE COUNTY.

The old School System, as conducted in this County, was of such a mixed character that it becomes a difficult matter to report on. Some Schools were supported by local taxation; some by subscription; while others depended entirely upon the State appropriation.

Thus almost every School District had a law of its own—so far as Schools were concerned.

There are 35 School Houses in the County—34 of which are frame, and one brick. Four of these houses are in good, sixteen in ordinary, and fifteen in bad condition. Five are furnished with desks and seats, and one with maps.

We have tried, *but in vain*, to get a report from former Trustees. So far we have been unsuccessful, and therefore have to submit this incomplete report to your consideration.

Our County School Board has labored under many disadvantages by not having a regularly constituted, active President. The President elect holding the office, but not discharging the duties thereof—while the President pro tem. was not properly so constituted as to justify his giving that attention which the Schools required.

The whole number of Schools in operation for the term ending November 15, was 35; the number of boys in attendance was 369; the number of girls, 382; total 751. The amount paid for teachers' salaries was \$1952.75, and the amount paid for incidental expenses was \$94.38. Text Books are purchased by the pupils.

M A. BOOTH,
President Board School Com'r's Caroline Co.

CARROLL COUNTY.

In making my first official report I must necessarily labor under considerable disadvantages from the want of proper statistical information on all subjects required.

When I took charge of the Public Schools, I found them in a very unsatisfactory condition. They were supervised by Trustees, who, as a general thing, took little or no interest in the Schools, further than to employ the Teachers. The Board of School Commissioners paid the amount of money due each School District to the Trustees, whose duty it was to pay the Teachers. The Trustees were not held to a proper account for the money thus received, and the result was that some of them are yet supposed to retain money belonging to the School fund, and there appears to be a difficulty in bringing them to a proper settlement, from the fact that they themselves hold all the books and vouchers.

The larger portion of the School-Houses in the County are unfit for any civilized man to teach in, and the furniture is in a worse condition than even the houses themselves. In these old buildings, with benches without backs, and desks of pine boards extending around the sides, fifty or sixty children are compelled to spend the day, crowded so thickly that comfort is entirely out of the question. Perhaps one-fourth of our houses might be made to answer the purposes for which they were intended, but the rest are mere apologies for School-Houses, and yet, bad as they are, the most of them are claimed to have been built by the citizens of the respective districts for their own uses, and have never been deeded to the County. Before we can accomplish much, we will be compelled to build new houses in the majority of School Districts. The people, as a general thing, seem anxious to have the proper houses, but whether they would be willing to pay the amount needed in additional taxes, is a question which admits of considerable doubt. I hope the Legislature will do something in the matter.

2d. The Schools have been hitherto supported from the interest of a fund of about seventy-two thousand dollars, which was divided among the several School Districts in proportion to the number of School-going children in the district. There was no uniformity in the arrangement. Some of the Schools were kept open six months in the year; others two, three, and four months. In those districts in which the people added liberally to the amount received from the County, the Schools made considerable progress; in the others none.

3d. In general intelligence, the people of our County will compare favorably with those of other counties. I do not think the number who cannot read and write is large.

4th. In some parts of the County the people manifest a great interest in the Public Schools, and will contribute liberally to the erection of School-Houses, provided the expense can be equalized in some way, by requiring all to pay their proper proportion. In other parts, where dollars and cents are of more value than mental

improvement, the people regard the tax as oppressive, and it will require time to instill into their minds proper ideas of the importance and usefulness of a good education.

5th. We have adopted a sliding scale for the payment of Teachers. We pay our Teachers seventy-five dollars for the first twenty Scholars or less, and one dollar per Scholar per Term for every additional Scholar up to sixty. The amount in the end is about the same as that recommended; but it gives the small School a greater advantage by paying a better salary at the start. We were compelled to adopt this plan owing to the difficulty of getting Teachers to commence with a salary of fifty dollars; and to have increased the minimum by the ratio of increase recommended, would have made the maximum too large for our fund. The Assistants we pay fifty dollars per Term, where the School averages seventy-five scholars; for every additional Scholar up to eighty-five, two dollars and a half; one dollar and a half for every additional Scholar to ninety-five; and one dollar per Scholar for all above that number.

The Text-Books are sold to the patrons of the Schools at a small advance above what they cost.

Number of Schools, 88.

Number of boys attending the Schools for the Term ending

Nov. 15th, 1865,	- - - - -	1,621
Number of girls,	- - - - -	1,472
<hr/>		

Amount paid to Teachers for salaries,	-	\$3,047.87
" " for incidental expenses,	-	326.62

The next quarter will show a large increase in the number attending Schools, from the fact that a number of our Schools did not commence until the expiration of the First Term, and those that had commenced, as a general thing, were very poorly attended. Instead of commencing our Schools on the first of September, it would have suited the convenience of the people of this County much better to have commenced on the first of October, or even as late as the beginning of the Second Term.

6th. With the present number of Schools in the County, we shall not be able to continue the Schools in operation more than two terms in the year.

7th. I cannot express in words my admiration of the practical workings of the new system. It seems peculiarly adapted to the intellectual wants of the people, and will long stand as a monument reared in the hearts of the people, to the skill and wisdom of those who originated it. The mode of supervision is excellent, and although it requires a great deal of labor from all connected with it, for which there is not an adequate compensation, yet the grand results achieved in the elevation of our race, will, I think, afford sufficient encouragement for the faithful performance of duty. I invariably find that my visits to the different Schools are attended with the happiest effects upon both Teachers and Scholars. I there-

fore conclude that, with a qualified and industrious man as President, and gentlemen zealous in the cause of universal education as Commissioners, the new system will accomplish all that its warmest friends could desire.

I think that a law should be passed requiring the Scriptures to be read in all of our Public Schools; this, with a law enabling us to build School-Houses and purchase School Furniture, are all the additions that seem to me to be immediately necessary.

All of which is respectfully submitted.

J. H. CHRIST,
Prest. School Commissioners, Carroll Co.

CECIL COUNTY.

The Public Schools of this County were established under a local law, passed at January Session, 1858, and were opened on the 1st day of January, 1859, from which time until the inauguration of the present general or State system, in July last, they were in successful operation, under the management and control of a Board of nine Commissioners, composed of one from each election district; each of whom exercised a comparatively independent supervision of the Schools in his own district, numbering from five or six to thirteen or fourteen, according to the size and population of the respective districts.

The teachers employed were those only who had passed a successful examination in Orthography, Reading, Writing, Arithmetic, Geography, Grammar and History of the United States, before a committee of the Board, as required by the law.

The School-Houses were found to be much better in some sections of the County than in others; but, in the aggregate, greatly below the real requirements of the system in number and quality. At the time of the introduction of the County system, there remained in the hands of the Orphans Court, the custodian and disbursing agent of the Free School Fund, some eight thousand dollars of that fund. This money was distributed to the different districts, and appropriated to the erection of new houses, where most needed, and to the permanent improvement of such as were found to be properly located. Still the supply of houses was greatly below the number required, while the character of many of them was, to say the least, very inferior. We were consequently obliged to appropriate annually, a considerable part of our revenue to the erection, or improvement, and proper furnishing of School-Houses.

The funds by which the Schools thus established were supported, were, first, a County levy of twelve cents on the hundred dollars of the assessable property of the County, subject to deductions by insolvencies, &c., and producing about \$9,500, which, in the year 1864, was increased by supplement to twenty cents on the \$100, producing about \$16,000.

Secondly, the annual receipt from the State on account of the Free School Fund varying slightly from \$3,000, either less or more.

Thirdly, from fines and forfeitures, and the surplus product of a local law taxing dogs for the protection of sheep, producing in all not more than \$300, and Fourthly, the revenue derived from the tuition fee of one dollar per Quarter or Term, paid by all pupils not admitted free by the Commissioner of the district, producing about \$5,400; thus making the entire revenue of the Board about \$18,200 up to 1864, and \$24,700 for that year. The number of Schools established was about sixty-five, attended by an average of two thousand four hundred and sixty-four pupils—thirteen hundred and forty-two boys, and eleven hundred and twenty-two girls.

The degree of efficiency to which the Schools had attained under the County system, was, to say the least, respectable; and it is believed they were gradually improving.

The introduction of a uniform and well digested system of Text-Books, and an abundant supply of stationery, gave to the pupils, under the County system, advantages they never before enjoyed.

The great defect, however, was the want of a more thorough, searching, and special supervision. The law having confined the compensation of each District Commissioner to a small per diem for each day he attended the sessions of the Board, it could not be reasonably expected of him that he would neglect or sacrifice his own business for the performance of a public duty unrewarded. The consequence was that the Schools, except perhaps those nearest the residence of the Commissioner, were rarely visited by him. The evils growing out of this want of thorough supervision were, among others, the waste of stationery, the needless destruction of books, and the inadequate enforcement of the law requiring the payment of the tuition fee of one dollar per quarter by all pupils whose parents were able to pay; whereby the Board failed to receive the full amount properly to be collected from this source, by at least the sum of five hundred dollars annually. And it may, I think, be fairly estimated that a more thorough and searching supervision would have saved to the County at least the sum of three hundred dollars in books and stationery.

Upon the third topic, I would remark that I am not now in possession of any reliable data upon which I could approximate a correct opinion as to the number of adults who cannot read and write. During the years 1851, 1852 and 1853, it was ascertained from monthly reports made by a reliable colporteur to the County Bible Society, of which I was then secretary, that there were then some 90 to 100 families in the County unable to read the Bible; the population of the County then being about 16,100. The census of 1850 reports 157, over 20 years of age, unable to read and write. The population has now swelled to about 24,000; but the census reports of 1860, yet published, do not give the number unable to read and write. I am well persuaded, however, the proportion of those who cannot read has been reduced, and perhaps largely reduced within the last ten or twelve years, partly through the instrumen-

tality of the Schools and the liberal use of the Free School Fund, and partly from the influence of an industrious and enterprising class of citizens from other States, who have caused many parts of the previously barren hills to rejoice and blossom.

I believe the general intelligence of the people of this County to be fully up to, if not above the ordinary level. The wealth of the County is not concentrated in the hands of a few large proprietors, but is diffused among an active, industrious, and enterprising people of moderate means.

I may say, upon the *fourth topic*, that there is evidence of zeal in sustaining the Schools, not perhaps so much as the ardent friends of the system would desire to find; but a decided, general feeling in favor of a uniform system of public instruction. There may be a few, but, in my judgment, a comparatively small number, who are exerting what influence they possess to discredit the system, and neutralize the labor of its friends. There are others who were opposed to its introduction, but who are now disposed to accept it as the established policy of the State, and do not hesitate to declare that the public good requires it should be made as perfect as possible. There are others who are simply indifferent; having no direct personal interest in the subject, they evince no care for its success. There is still another class, who have always been sincere friends of public education, but who, because the introduction of the present general system has been so closely associated with other great political measures which have divided our people, are more or less influenced by prejudices which it is hoped forbearance and a prudent administration of the system will speedily remove. A large majority of our people, however, as I believe, sincerely and heartily approve it, and are willing to sustain the Schools and contribute to the development and perfection of the system. As an evidence of the favor with which the Public Schools are regarded, I may remark that but few private Schools are sustained in the entire County. Up to the present time, in the experience of the officers of the late County system and that of the present Board, a disposition to aid in the erection and proper furnishing of School-Houses, has been met with in a few localities only. The idea seems to have pervaded the minds of the people, that the entire expense of the system, including the purchase and enclosure of lots, the erection and furnishing of houses and the sinking of wells for a supply of water, as well as the employment of Teachers, and the supply of all needed apparatus, was provided for in the tax and the ordinary revenues of the Board; and to such an extent has this idea prevailed, that the County Board has not unfrequently been called upon to refund to individuals money voluntarily contributed by them years ago toward erecting School-Houses for their own immediate neighborhoods. This subject, however, is, I believe, gradually becoming better understood. Your late official visit to the County, and the explanatory addresses delivered during your tour, to assemblies of citizens in different districts, has had, in this respect, I believe, a salutary effect. Nevertheless, I

am persuaded that sufficient interest on this subject can never be awakened in all sections of the County; and that, as the Board must be the instrument of the law for carrying out its full purpose and design, its revenues must be made equal to the task of supplying every School District with material aid in this enterprise, if the system is to be made as it should be, perfect and efficient.

In regard to the questions presented as the *fifth topic* named in your communication, I reply to the first query that the Board have adopted, for the last and the current term, the scale of salaries in force under the late County system, viz:—For Schools of from 15 to 25, a salary of \$80 per Term, and gradually increasing up to \$135 per Term for a School of one hundred pupils and over. Assistant Teachers are paid \$30 to \$50, according to the size of the School.

Special provision is made for the large Schools at Elkton and Port Deposit, leaving the subject of adjusting the scale, as suggested in the by-laws, for further consideration.

The Board supplies the books and stationery to the Schools, and charges each pupil a fee of fifty cents per term, if able to pay.

Number of boys attending School for the Term ending

November 15, 1865,	- - - - -	1,248
Number of girls,	- - - - -	1,347
Total,	- - - - -	2,595

Aggregate amount paid for Teachers' salaries,	-	\$6,327.49
Amount paid for incidental expenses,	-	708.85
		\$7,126.34

Number of pupils paying book and stationery fee,	2,184
Number supplied without charge,	401
	2,595

In this connection it may be proper to remark, that the introduction of a new series of Text Books has subjected us to heavy outlay to supply the Schools. It is believed, however, that the receipts on this account for the current and following term, will reimburse the treasury the amount withdrawn from it for books and stationery, if a vigilant supervision is exercised.

In reply to the interrogatory which forms the *sixth topic* suggested, I may say that we cannot keep the Schools open more than three terms during the year with our present revenue; and it is now manifest that we can only do that for the present year, by continuing a floating indebtedness incurred by the late County Board.

The efforts of that Board to gratify the many demands upon them for building and repairs, and for other outlays in that direction, which should have been provided for to a greater or less extent by local contributions, involved them in obligations amounting to some

\$1,500, which remained unliquidated when the revenues and assets of that Board passed into the hands of the present Board upon its organization. This state of the finances may be thus accounted for. Although the local tax authorized by the County law, (still in force in that particular,) was twenty cents on the \$100 of the assessable property of the County, the rate levied for the current year, under that law, was but twelve cents on the \$100, this being all that the County Board asked for at the time the County Commissioners were making out their levy list in June last, before the present Board was organized. This moderate demand was doubtless made by the old Board with a view to lessen the local ~~tax~~ as much as possible, so that the introduction of the State tax might be less perceptibly felt, and less objectionable to the people. But this has proved to be a mistaken policy, as their floating debt was thereby left unprovided for; whereas, if the whole twenty cents, authorized by the local law had been asked for, there would have come to the hands of the present Board some \$6,350, more than can be received under the rate actually levied—a sum not only sufficient to pay off the debt of \$4,500, but leaving a margin of some \$1,850 for the thousand and one contingencies that in the administration of such a system as this are continually arising.

The suspension of the Schools, at this critical period, would seem to be a very hazardous and unwise proceeding, and the Board, at its adjourned meeting on the 2d of January next, will, I doubt not, determine to continue the floating debt, and prepare to meet it by a call for the full twenty cents on the \$100, under the local law, in the levy of 1866.

Whenever the floating debt is removed, if the local tax is continued or left unrepealed, as in our judgment it should be, unless its repeal be called for by the people of the County themselves, the resources of the Board will, I think, be equal to the demands upon them, with such local aid in the erection and furnishing of houses as a proper and judicious presentation of the subject will secure. If, however, the local tax is repealed, and the singular provision in the Constitution forbidding the passing of any law providing a local tax is enforced, the State tax must necessarily be increased, and largely increased, or the system must fail.

In reference to the *seventh* and last *topic* suggested in your communication, viz: the opinion entertained of the School law by our Board; our experience as to its practical workings, and the additions, alterations or amendments that are deemed advisable, I would remark, that the modifications of the law, suggested at the State Convention of School Commissioners in August last, and entrusted to a committee who will doubtless report at the adjourned meeting of that Convention, or Association, on the 17th proximo, in a great degree, if not entirely, coincided with our views.

The practical workings of the State system is so similar to that of the local system previously in operation, that its introduction was exceedingly easy; and we believe it to be well adapted to the wants of our people. The increased number of Schools under the care of

each Commissioner, will of course render his labors more arduous, but as increased compensation is provided for, the service, it is believed, will be better performed; while the general supervision provided for in the duties of the President of the Board, if that officer be faithful to his trust, cannot fail to be productive of the best consequences. The benefits of this feature of the system, are already seen in the manifest interest exhibited by both Teachers and Scholars in the visits of that officer.

The instrumentalities provided in the law for rearing up a supply of well-trained Teachers, and for aiding those already employed to improve themselves in the duties of the important profession they have chosen, are regarded with especial favor.

The High School continues to be well attended, and is doing a good work. Its organization, however, remains as originally established under the County system, unchanged. My desire is that it shall be re-organized at an early day, under the auspices of the State Board of Education, as the law requires. At present the whole responsibility of its management rests upon my shoulders, and as my duties are in other respects sufficiently onerous, I am anxious to have such relief in that direction as the law provides.

All which is respectfully submitted.

J. A. ELLIS,
President.

CHARLES COUNTY.

SIR,—The Board of School Commissioners for Charles County, organized July 11th, 1865, and appointed Daniel W. Hawkins, Esq., Secretary and Treasurer.

The State Board not having issued, at that time, a Code of By-Laws for the government of the Schools, the County Board determined that the Schools should be opened the first of September, prepared temporary rules for their government, and advertised accordingly.

Applicants for Schools were examined by me. Commissioners appointed Teachers holding my permits. I was careful not to give permits when the applicants did not come up to the standard required by the law. Almost the whole of August, and a part of September were devoted to examining applicants. The result is, we have had twenty-seven Schools taught during the Fall term, and eleven applicants for permits have been rejected. There are thirty-five School Houses in the County, all of which I think, will soon have Teachers. In attending to the duties of my office previous to November 15th, I have travelled in private conveyance two hundred and eighteen miles, and have held public examinations in every School of the District of which I am Commissioner. As President of the Board, I have visited every District, but have not been able to visit all the Schools. The different Commissioners have been holding examinations in their respective Districts.

Almost every School House in the County needs repairs; some of them are in a dilapidated condition; but situated as they are, not much has been done, or can be done to improve them before the spring. The Teachers under the old local laws were generally well qualified, having to undergo a rigid examination before a competent Board of Examiners. The School law in operation immediately before the present, passed in January session, 1854, chapter 278,—an Act to amend and modify the previous Primary School System of Charles County—appointed five School Commissioners, who examined Teachers, and appointed five local Trustees; which Trustees appointed Teachers for their respective Schools. No one could be appointed who did not hold a certificate of qualification from the School Commissioners. The local Trustees could discharge the Teacher whenever they wished to do so.

The Schools were supported by the "Free School Fund," the "Academic Fund," and additional County taxation to make the Teacher's salary amount to three hundred dollars. Private contributions generally increased the salary. The County was taxed to build and repair School Houses.

Under the Primary School System, the standard of Education, intelligence, and general information, has been very perceptibly and considerably elevated among our people. The poorer classes can generally read and write. How many are not able to do so I cannot inform you.

I believe there is a willingness on the part of our people to build and furnish School Houses; but, with some exceptions, their ability is not commensurate with their inclinations, owing to losses sustained by war.

During the Fall Term, when we had no By-Laws to govern us, we agreed to pay the Teachers in the following way. The minimum salary per term was seventy-five dollars; the maximum, one hundred. The Schools were divided into four classes:

First class having less than twenty scholars.

Second " " between twenty and thirty scholars.

Third " " between thirty and forty scholars.

Fourth " " over forty scholars.

In the first class, eight pupils, or less, entitled the Teacher to seventy-five dollars per term, and for every additional pupil three dollars and twelve and a half cents were paid. (\$3.12 $\frac{1}{2}$.)

In the second class, eighteen pupils, or less, made the minimum, and for each additional pupil \$3.12 $\frac{1}{2}$.

In third class, twenty-five pupils, or less, increased the same way.

In fourth class, thirty-three pupils, or less, entitled the Teacher to \$75.00, &c., &c.

The object of the Board was to protect the smaller Schools, but I am not pleased with the practical working of our plan; and our Board is well pleased to adopt the mode directed by the State Board. Before seeing the By-Laws, however, we had changed for the present term the foregoing plan, to one identical in every

respect with yours, except sixteen pupils being the minimum, in the place of fifteen.

Mode of distribution of books: Each Commissioner is supplied with books for his District. He supplies the demands of Teachers, and each Teacher supplies his School. I collect from the Commissioners, the Commissioners from the Teacher, and the Teacher requires the cash from the pupil.

Number of boys who attended School during the term ending November 15th, 302.

Number of girls, 272.

Amount paid for salaries, - - - - - \$2,500.00

Our income enables us to continue the Schools throughout the scholastic year.

The System, I think, is admirable if every officer performs his full duty. I am satisfied that it is a good working System, and adapted to our wants.

Your Obedient Servant,

WM. R. WILMER,
*President of the School Board
for Charles County.*

DORCHESTER COUNTY.

THE Board of School Commissioners of Dorchester County, was organized August 21st, and elected Mr. Robert F. Thompson, one of the Commissioners, Secretary and Treasurer. The County was divided into five Districts, called Commissioner Districts, and numbered 1, 2, 3, 4, 5, and one District assigned to each one of the Commissioners.

Some of the Schools were opened on the 1st of September, and the others as soon as Teachers could be procured. The School System, under the local laws establishing free schools in the County, was so defective as to be almost useless. The funds received from the State Free School Fund and the County levy were not sufficient to afford educational facilities to the children entitled to instruction, and in many of the School Districts no effort had been made to increase the fund by private donations. The Schools in many of the School Districts were open only three months of the year for want of funds. No system of supervision had been adopted, no order or system in the course of instruction, no uniformity in text-books. The School Houses in the great majority of the Districts were totally unfit for school work—small, badly constructed and uncomfortable, without furniture, or any of the appliances necessary for successful Teaching. The Board found that the whole educational edifice had to be reconstructed:—the foundation stone even to be laid, and the superstructure built. The work is immense. School Houses to build, Teachers to prepare for their duties,

order and system to be brought out of chaos and confusion. The work has only commenced, but it is a *great thing* that it *has commenced*. Years of patient, unremitting labor will be required to accomplish it; but by the blessing of God, with wise and judicious legislation and the co-operation of the people it can be done.

The consequences of our defective system of Public Education are painfully apparent in the large number of persons in the County who can neither read nor write. A great interest is felt in some sections of the County in the success of the present system of Public Instruction, and the people are willing to aid in sustaining it; in other sections they are indifferent to its success, but as its superiority over the old Common School System becomes more apparent, the interest will increase, and I hope soon to see a gratifying change in public sentiment. Forty-five schools have been opened and are in successful operation; we will require from eight to ten more to supply the wants of the people, and these will be opened as soon as we can procure Teachers, build houses, and make other necessary preliminary arrangements. In the schools during the term ending November 15th, were taught 1,000 pupils. Twenty-nine males and sixteen females are employed as Teachers. The Board paid as salaries of Teachers for the term, the sum of \$3,021.37, and for incidental expenses \$403.22. The Board adopted a system of graded salaries. Fixing the minimum at \$75 per term, the maximum at \$115. For fifteen scholars or less down to twelve, \$75 per term. For each additional scholar between 15 and 25, \$1 50 per term extra. Between 25 and 35, \$1 per term extra. Between 35 and 45, 75 cents per term extra. Between 45 and 60, 50 cents per term extra. The text-books are ordered by each Commissioner for his District from the State Board of Education, and distributed by him to the schools as they are required, charging the Teacher with all books delivered, and at the end of each term he is credited with all books returned to the Commissioner. The schools are supported by the State tax of 15 per cent. on the \$100 of taxable property authorized by the Act of Assembly passed January, 1865, and the County levy authorized by the local law for the support of Free Schools in the County, which will be repealed from and after the 1st day of January, 1867.

The State tax appropriated to this County amounts to \$13,145 67
The County levy to - - - - - 4,000 00

Total - - - - -	\$17,145 67
Deduct from this, appropriations to School Houses, - - - - -	4,000 00
	<hr/>
	\$13,145 67
Deduct estimated insolvencies, - - - - -	300 00

Estimated balance to be appropriated to Schools,	\$12,845 67
The Schools can be continued with the present income, a little	
more than two terms.	

Estimated salaries of 53 Teachers for two terms	\$9,540 00
" incidental expenses,	1,000 00
" total expenses for two terms,	\$10,540 00
" bal. after paying expenses of two terms,	\$2,305 67
To this amount add the Free School Fund,	3,601 75

Estimated bal. after adding Free School Fund, \$5,907 42

If this Free School Fund is permanent, the School can be continued three terms with the present income.

The Board has resolved to build, early in the Spring of 1866, ten School Houses, two in each Commissioner's District; to do this the County levy has been withdrawn from the general School Fund, and made the basis of a School House Fund to which such additions will be made as the Board can afford to make.

The first duty of the Board is to construct good, comfortable, and convenient houses adapted to school-work, and furnish them with good desks and other appropriate furniture. The Board hopes to be able to build annually several houses, and in a few years to supply to every district a neat, comfortable, well built School House, furnished with black-boards, outline maps, and other educational apparatus.

The Schools are suffering greatly in consequence of the impossibility of obtaining good and efficient Teachers. The salaries the Board can offer will not induce good Teachers to come from abroad, and until the Normal School can supply home Teachers, I suppose this difficulty will be felt to a greater or less extent.

I think the system will work well. A larger appropriation should be made, so as to secure money enough to continue the Schools throughout the year. There are two amendments or additions I would like to see made. 1st. The County levy made permanent, until the value of the property of the State increases sufficiently to give us enough funds to continue the schools four terms.

2nd. Authorize and compel the County Commissioners of each County to levy a sum every year to build and furnish School Houses. I would suggest that a greater number of Commissioners be appointed for this County. I think a more active supervision of the work will be secured by increasing the number. The County is large, and the Commissioners cannot visit the Schools as often as is necessary, without too much neglecting their private duties. I would not assign any district to the special care of the President of the Board. In the large counties he has work enough; and frequently the care of his own district interferes with his other duties.

Very respectfully, yours, &c.

E. F. SMITHERS,

*President, Board of School Commissioners,
Dorchester County.*

FREDERICK COUNTY.

On the 30th of November I transmitted to your office an abstract of the Reports furnished by the Teachers of this County, for the Fall Term ending November 15, 1865. Since the transmission of that abstract I have received your circular dated December 1st, asking that a report be made on certain topics furnished in the same. I shall endeavor, in this communication, to furnish the information desired.

1. The Public Schools of the County were conducted with very little spirit under the old law, and in accordance with no very well defined general rules. The peculiarities of the system may be stated in a few words: The County Commissioners appointed annually "a Board of Inspectors of Primary Schools, consisting of one person from each Election District." It was the duty of this Board to divide the County into School Districts, to examine all persons offering themselves as candidates for Teachers, to visit the Schools for the purpose of inspection, to apportion such funds as might come into their hands among the Districts, and to audit the accounts of the Trustees. Each School District elected three Trustees, who were charged with the duty of erecting and repairing School-Houses, of employing Teachers from among those approved by the Inspectors; of expelling refractory pupils, and of imposing other punishments. Excepting a very superficial examination of Teachers, the apportionment of the School funds, and the auditing of the Trustees' accounts, the Inspectors did very little of what would be called inspection under the present law. The Trustees rarely visited the Schools, and the people took very little interest in them. Indeed the annual elections were attended by very few of the citizens, and these were sometimes collected together by the Teacher, who was zealous in his efforts to secure the election of Trustees favorable to his own retention in office. This state of affairs produced carelessness as regards the qualification of Teachers, the character and condition of School-Houses and School Furniture, and everything indeed connected with the Public Schools.

To illustrate the carelessness shown, even by Inspectors, concerning the fitness of Teachers for their duties, I may state that the Board, at one time, excused certain Teachers from examination on English Grammar, because the children attending their schools were not sufficiently advanced to take up that study. And Teachers, finding that neither Trustees nor patrons took sufficient interest in the work of education to secure a visit to the Schools or a kind and cheering word to them, became careless, dispirited and mechanical in their teaching. This reacted on the scholars, who looked upon their lessons as tasks, grievous and oppressive in their very nature, and of doubtful utility. There were some teachers who kept themselves *au courant* with the branches they were expected to teach, and their scholars were mostly studious and ambi-

tious. All honor to such Teachers! They were striving manfully against the effects of a deadly lethargy which was seizing the energies of the people and threatening to destroy even the idea of Public Education. There were others, however, following the Teachers' calling with insufficient preparation for the same. Unable to spell correctly, blundering readers of plain English composition, ignorant of the outlines of Geography and History, and innocent of all knowledge of English Grammar, they rashly assumed the important task of educating the young citizens of a Republic in which intellectual strength is the surest passport to station and power. There were others, however, who had allowed their armor to become rusted, although originally well prepared for all the duties of their chosen calling. In order to make the examination required by the law fair and just to all, and to obtain, through its means, such knowledge of the qualifications of our Teachers as would enable me to separate the qualified Teacher from the unqualified, I issued in the month of September, a series of Rules for Examination, accompanied by a Circular Letter addressed to each Teacher. Having completed an examination of one-half of our Teachers, I find that the per centage of failures is thirty-three, and I presume that it will be between that and twenty when the whole number shall have been examined. These failures are not always indicative of absolute unfitness, but most frequently of such inattention to the rudimentary branches as would make the Teachers unfit to give proper instruction in the same. Some of those who have been rejected have commenced a course of genuine preparation, which will make them ready for another examination.

A uniform plan for all our School-Houses was at one time adopted by the Board of Inspectors, but it was not used throughout the County. The houses were mostly constructed in accordance with the peculiar ideas of the Trustees. In fact they are generally square or rectangular buildings, of stone, brick or logs, free from all attempt at architectural adornment, furnished with desks and benches of the most primitive character, and but rarely supplied with proper out-houses. Such of these School-Houses as were located in the country were frequently used for other than school purposes. Itinerant ministers of religious denominations, who were too weak pecuniarily to erect churches for their own use, most frequently used them as preaching places. Then they were employed also for political meetings, debating societies, and for exhibitions of a miscellaneous character, ranging from moral and religious down to comic, and it may be, even worse. The general feeling pervading some parts of the County was something of this nature, "the School-House is public property, therefore I have the right to use it as I please." There are and were some good School-Houses, neatly arranged with reference to comfort and convenience—and such indicated always careful Trustees, good Teachers, and intelligent neighborhoods.

2. The Schools were supported from the School Fund apportioned to Frederick County, and an additional sum obtained through

a levy made by the County Commissioners, in accordance with section 5 of a law passed March 20, 1837. The latter varied from five to eight thousand dollars: the Commissioners were authorized to levy the maximum if the Inspectors requested them to do so. The whole amount obtained from these sources was divided among the Districts in proportion to their respective population between the ages of five and eighteen, and was paid to the Trustees. By the Act of February 21, 1840, the latter were empowered to apply the fund to the erection of School-Houses, the purchase of stationery, fuel, &c, the payment of Teachers' salaries, or to the general purposes of the School, as in their discretion they might deem best. Additional funds were secured by a charge for every child, whose parent was considered able to pay, of twenty-five cents (and in some Districts, fifty, or even seventy-five cents) per month. This charge was styled *monthage*.

The efficiency of the Schools depended entirely upon the ability and zeal of the Teachers. Where one of great mental activity and enthusiasm was found, whether in a mountainous district or in a town, the children generally manifested diligence and enthusiasm in their studies. Furthermore, it may be stated that the country Schools were generally better than those belonging to town districts. The citizens, being absolutely dependent upon the former for the education of their children, were constrained to exercise some kind of supervision: in towns, however, Subscription Schools were always to be found, to which the children could be sent when the Public Schools proved inefficient, and hence inefficiency was frequently tolerated.

3. As regards "the general intelligence of the people of this County," I may say that there is as much "*good, hard, solid, common sense*" to be found within its limits as anywhere in the State. There are but few white citizens who cannot read and write. Newspapers are read throughout the County, and very clear ideas of the principles involved in the late fratricidal war are possessed by all classes, from the wealthiest to the humblest. The people have submitted to poor Teachers, because better could not be secured, but they are now anxious to secure the best possible Teachers for their children.

4. The Public Schools are largely attended at present, and but few of the people offer objection to purchasing the new School Books. The interest in Public Schools has been steadily increasing since the beginning of the Fall Term. This is the case especially in those districts where the Schools have been opened. In consequence of the great want of good Teachers, we have been able to open Schools in ninety-four districts only, leaving fourteen unprovided with Teachers. Our people do not manifest their interest in an enterprise by attendance upon public meetings, called with reference to the same, nor are they influenced by statements made at such meetings, but true to the customs of their forefathers, they are always disposed to look at the fruits--the practical results--and by these to determine for or against. My engagements have kept me

from visiting all the districts of the County, but I have had frequent opportunities for conferring on School subjects with gentlemen from all parts of the County, and I believe that the people would be willing to submit to a local district tax for the erection, repairing and furnishing of School-Houses, rather than to a County tax. And if School-Houses should be built, furnished and kept in repair by taxation on the districts to which they belonged, these districts would guard them from injury with more care than under any other arrangement. There would also be rivalry as regards comfortable houses, proper furniture, and suitable ornamental surroundings.

5. Our Board adopted, in the Fall, a species of sliding scale for the determination of Teachers' Salaries; one-third of the children, between the ages of six and nineteen, in each School District, as reported in the School census of 1864, was assumed as attending school, (this was the proportion in attendance under the old system,) and salaries were then made to range from \$60 to \$125 per term, as minimum and maximum respectively, in accordance with the number indicating this third. But as more than one-third of the children are now attending school, this mode of calculation is defective. We feel that this scholastic year will furnish us with data which will make the determination of salaries hereafter comparatively easy; and these data will consist in a knowledge of the number of children actually attending school in the County, and of the amount of funds which will come into our possession for defraying the salaries of Teachers. Then there are certain collateral circumstances, such as the expense of living in the different districts, &c., &c., which must also be taken into consideration. With these data in their possession, the Board will be able to fix specific salaries for each School in the County, and they believe that such an arrangement will prove more acceptable than any which may regulate salary by the number of children in attendance.

The distribution of Text Books was placed in the hands of the President of the Board. After carefully considering the subject, it was concluded that it would be better to sell the books to the scholars, and with the view of simplifying the whole business, cash sales were only made by the Treasurer. The amount of sales, at the reduced prices, from September to this date is about \$4,400.

The following Table will exhibit the number of boys and girls attending school, the aggregate of salaries, with the amounts expended in repairs and the so-called incidentals for each separate Commissioner District.

	Boys.	Girls.	Total.	Salaries.	Incidentals.	Repairs.
First Comm'r Dist.	477	309	786	\$1,372.12	\$315.64	\$51.70
Second " "	191	197	388	684.42	101.86	83.87
Third " "	349	365	714	1,185.34	235.68.....	
Fourth " "	262	291	553	744.38	32.88	116.49
Fifth " "	456	500	956	1,532.45	127.97.....	
Sixth " "	281	288	569	844.52	27.88	74.72
Seventh " "	222	228	450	644.25	107.50.....	
	2238	2178	4416	\$7,007.48	\$949.41	\$326.78

6. The Schools can be continued three terms with the present income, and may be kept open for four, if the last quarterly payment of School Tax be equal in amount to the first.

7. The law is on the whole a very good one. Some amendments and additions are needed. The District should be taxed for the erection and repairs of School-Houses, for furniture, and for repairs done the same. At present there is no fund from which these can be secured. There must be some provision looking towards enforcing regular attendance upon Schools. The Presidents of the larger Counties are overworked; and, with all the zeal and energy they may possess, it will not be possible for them to perform fully all the duties devolving upon them. No man, fitted for such a position, would be attracted by the salary offered—yet there is no reason why his labor of love should be one so wearisome and exhausting. Chapter IV. of the law might be so modified as to leave it discretionary with the State Superintendent to assign a smaller number than fifteen Schcol Districts to the President, and indeed to relieve him altogether from the practical duties of a Commissioner District, if he were to ask such relief.

My report has been thrown very hastily together, after two weeks hard work in examining Teachers. It may not be what you want. It is not such as I wished to send. I designed in it to say, that the new system is a great improvement on the old—that a spirit of interest in the Schools has been making itself more and more prominent every day in our County—that the Schools are largely attended—that the people have made very little objection to purchasing the Text Books selected by the State Board—and that some fruit has already been secured as a reward for hard and earnest labor:—and, on the other hand, that we want School-Houses, School-furniture, and ornamental appliances for the outside and inside of our Schools—more time at the command of the President to visit his Schools—and more Teachers imbued with an enthusiastic love of their calling—men to whom Fichte's expression—“*The Teachers, they shall shine like the stars!*” might be applied.

SIR—Allow me to append the following paragraphs to my report of 23d instant.

State Normal School.—The first section of the Chapter regarding the Normal School, provides that “it shall be located in the City of Baltimore until the Board of Education otherwise direct.” I propose to give some reasons why the Board of Education should “otherwise direct.”

1. The City Council of Baltimore have refused to take action with reference to providing a suitable building for the uses of this School. This will make it necessary for the Superintendent to rent buildings for the purpose.

2. The expense of living in Baltimore will be so great as to confine the advantages of the School to citizens of that city, whose

families being there resident, may make such expense less onerous than it would be to strangers. Teachers are needed mostly in the Counties, and they generally come from families in moderate circumstances, or from those that are fighting a constant battle with poverty. To such the high price of boarding would constitute an insuperable obstacle to their availing themselves of the benefit of the proposed School.

3. The attractions of a city life to those brought up in the country, are calculated to destroy, rather than to build up habits of careful study and laborious research. This is so frequently the case with medical students, and others whose professional studies require attendance upon lectures in cities, that home habits of industry and morality are often entirely destroyed. The quiet retirement necessary for a Training School, has been so generally recognized by other States that have been establishing Schools of this kind, that they have avoided the Metropolis of the State, and sought out locations in county towns, remote from the noise of cities.

If these arguments have any value as directed against Baltimore, they are also possessed of force as pointing towards some other place in the State more suited for the location of the proposed Normal School. I take the liberty of naming Frederick, for several reasons which I hope may be considered by yourself and the State Board sufficiently strong to secure a careful consideration of the proposition.

1. Healthy location. There is no town in the State, whose reputation in this respect is more satisfactory. It is free from diseases peculiar to regions where malarious emanations prevail, as well as from those which arise from overcrowded and filthy cities. Epidemics of a special character are unknown in this place.

2. Accessibility. The Baltimore and Ohio Rail Road will enable the place to be reached by pupils from the Eastern, Western and Southern portions of the State. In fact it is just as accessible as Baltimore.

3. Economy to Teachers. Boarding in Frederick would cost about one-half or two-thirds as much as in Baltimore. This is a very important item, as has already been stated, and must enter largely into a proper consideration of a suitable location for the Normal School.

4. Economy to the State. The State owns a lot containing about twelve acres, situated on a hill south of Frederick. The situation combines the attractions of beauty and salubrity. Moreover, there are two large stone buildings now on the ground, in admirable condition of repair, which with very little expense could be used for the Normal School. This ground was originally the property of the Colonial Government, and the buildings were erected as barracks for quartering troops.

5. Model Schools. There are now in attendance upon the Public Schools of Frederick, between five and six hundred scholars. All the advantages derived from having proper Model Primary

and Grammar Schools could be fully obtained here, and under circumstances not calculated to distract the pupil-teacher's attention from his work, but rather to call forth all the ability and zeal he might possess.

In addition to the above reasons for not selecting Baltimore, and for taking Frederick as the location of the Normal School, allow me to add that justice to Western Maryland would be done by placing the School at Frederick. The new law continues the State donations to St. John's College, Washington College, the Agricultural College and the Baltimore Female College, while it appropriates nothing for Institutions equally as important and quite as well known throughout the land. I refer to the Male and Female Seminaries in Frederick and Hagerstown. Free Scholarships are offered to meritorious scholars among the graduates of the County High Schools, but these Scholarships can only be made available by incurring the expense of living in one or other of the two most extravagant places of residence in the State, viz: Annapolis and Baltimore, or by hunting up an Institution located near Chestertown—or by prosecuting a course of studies in Prince George's County. The Free Scholarships to youths from Western Maryland will be of no avail, in consequence of the expense attendant upon living where these Institutions are located, or upon their inaccessibility. There seems therefore to be a necessity that some part of the general machinery employed in carrying out the Free Public School System of Maryland should be located in one of the Western Counties.

Hoping that this communication may serve at least to attract attention to Frederick as a suitable place for the location of the Normal School, and that such examination may be given to the suggestion as its merits and importance may deserve,

I have the honor to be your obed't ser'vt,

LEWIS H. STEINER,
*President Board of School Commissioners
 of Frederick County.*

HARFORD COUNTY.

In this Report I can do little more than answer the several questions asked in yours of 1st instant.

Question 1. Condition of the Schools under old local laws, &c.?

The condition of our Schools under the old local law was anything but satisfactory. During the past seven years, many persons have said to me that almost any change in the School law would be an improvement. Teachers felt themselves accountable to no one but the Board, and as the Board could not visit and examine the Schools, each Teacher was sole judge of his or her own work. Teachers were irresponsible persons, under no supervision or control; and receiving neither *instruction, reproof nor encouragement.*

There was no emulation among themselves, no advancement in scholarship, and no inquiries respecting the best methods of instruction. They trod around the old beaten track year in and year out. Many, who have taught for the last ten years, are no better scholars now than when they commenced. They advanced their pupils to a certain grade and there kept them for years in idleness—forming indolent habits from which many will probably never recover. The only object in their attendance at School would seem to have been merely to swell the Teacher's report and exhaust the public funds.

I make these statements from personal knowledge. In many Districts, too, the School Houses are destitute of everything that looks to comfort or convenience.

Ques. 2. By what funds supported?

The Schools were supported by a tax of twelve cents to the one hundred dollars, and the dollar per quarter called "tuition," and also by the State Fund.

Ques. 3. Of the general intelligence, &c.?

The intelligence of Harford County is not what it should be, and yet there are comparatively few who cannot read and write.

Ques. 4. Evidences of zeal in sustaining Public Schools?

I have already received some flattering promises from patrons respecting Schools. Many have said, that in order to procure a *good* Teacher, they were willing to supplement his salary by private contribution. People generally profess great confidence in the new system. They are looking to it for good results, and are anxious to see it carried into successful operation.

Ques. 5. Teachers' Salaries—Distribution of Books, &c.?

For Teachers' salaries, see appended notice. Books will be charged to Teachers, and sold by them to pupils for cash on delivery. Experiment has proved this to be the best course for us. The mode of distributing for the present is—each Commissioner receives in Bel Air the Books for his District, and attends to their distribution. This is merely a temporary arrangement for the present term.

The amount paid in salary cannot now be stated, from the fact that some of the Reports have been sent back for correction. I may be able before the fifteenth, to send you the correct amount, also the exact number of scholars attending School during "Fall Term."

The following circular, which was sent to every teacher, will explain our mode of regulating salaries:

1. All pupils attending School less than thirty days during a Term, will be ignored in calculating Teachers' salaries.

2. CALCULATING SALARIES.—*Ascending Grade.*

Definite salary for 15 pupils,..... \$60

For every pupil from 15 to 25 an advance of..... \$1.50 each.

"	"	"	"	25 to 35 "	"	"	1.00	"
---	---	---	---	------------	---	---	------	------	---

"	"	"	"	35 to 60 "	"	"	50	"
---	---	---	---	------------	---	---	------	----	---

Descending Grade.

For 15 pupils—salary,.....	\$60.
From 15 to 12 deduct.....	\$1.50 each.
" 12 to 10 "	1.00 "
" 10 downward,	50 "

EXAMPLE.

15 pupils.....	\$60.00	11 pupils,.....	\$54.50
14 "	58.50	10 "	53.50
13 "	57.00	9 "	53.00
12 "	55.50	8 "	52.50

3. Teachers must collect from their patrons all incidental expenses—
 Rent, Fuel, &c.

4. Teachers must make their Reports full—even to the number and kind of Books required.

Ques. 6. How long can Schools be kept in operation?
Three Terms.

Ques. 7. Opinion respecting the New System?

My own opinion, which seems to be the opinion of nearly every person who has studied the law and knows anything of the system, is that it is admirably adapted to the wants of the Counties, and we trust of the Cities also. The restrictions and supervision under which Teachers are now placed will work wonders for them, as well as for their pupils. Already in some parts of this County, even the older and more experienced Teachers meet in classes at some convenient School House, on Saturday, for mutual instruction and improvement.

Such a course as this I had never heard of before. They are beginning to realize that the office of Teacher must be magnified.

There is but one suggestion I shall take the liberty to make, and that is to change the law so as to exact a *term fee* for every pupil who attends School twenty days—say one dollar per term. The law, however, as a whole, is undoubtedly a good one, and rather than risk many changes by special legislation, I would cheerfully submit to it as it stands. The danger is that the Legislature, once induced to alter or amend, may whittle the original entirely out of shape.

Very respectfully, your obedient serv't,

T. S. C. SMITH,
Prest. Board School Commissioners, Harford Co., Md.

HOWARD COUNTY.

Your letter of the 1st instant, soliciting information in reference to the Schools of the County, and also the former management thereof under the old local laws, has been received.

In reply, I will answer your questions in the order in which they are given. The condition of the Public Schools under the old local

laws, I have found to be not so good as I would like. The School Houses, with their furniture, in many cases, were wholly unfit for the purpose for which they were used. They were dilapidated, and in many cases out of the way, and inconvenient to be reached. I found two School Houses surrounded by *private* property, and fenced in by *private* fences, and they had the appearance of a *desert* surrounded by an *oasis*. I found the Teachers in too many cases unsuited to their profession; yet I found many honorable exceptions, and I give them praise for their proficiency in Teaching. Such changes will be made as the interest of the Schools require.

Under the old local laws, on the first Monday of May in each year, three Trustees were elected by the taxable inhabitants of the different School Districts, and they managed the Schools for one year. The poor condition of the School Houses, and the *apathy* of some of the Teachers, may be attributed to the fact that some of the Trustees under the old system seldom visited the School room, and left the Teacher to be the *sole* manager of the School affairs.

Parents must share the responsibility with the Trustees, for they have been negligent in visiting the School room, and until children find that their parents are interesting themselves in their behalf by visiting them at the School Houses, they will not study, and will not improve as they would do if the spirit of pride and emulation was fostered by such parental visits.

The funds supporting the Schools are derived from the County appropriation of seven thousand dollars, and the State appropriation of about thirty-three hundred dollars, which added to the \$8,000 (I write from memory,) derivable from the fifteen cent tax, will support our Schools during the whole year of 1866. January 1, 1867, the County appropriation of \$7,000 ceases, and it will be incumbent on the people to make other provisions for a County tax. I am pained to say, that in too many cases, the Schools have not attained the efficiency that the former appropriation would justify; but I am glad to say I believe them improving.

I believe that in general intelligence the people of this County will favorably compare with any County in the State; and I think there are few white adults who cannot read and write.

I think that with proper management of the Schools, the zeal of the inhabitants will increase, and they will show a willingness to bear the expense of erecting and furnishing School Houses. The Board of School Commissioners of this County have agreed to pay \$100 per quarter for 15 pupils; for the next 10 pupils \$1.50 each; and \$1.00 each for all pupils over 25. When the School numbers 60, the salary will reach \$600 per year. For Assistant Teachers the salary has not been arranged, but that must soon be done, as one School now numbers over the 60 pupils required by law. The Teacher has applied for an Assistant.

The Text Books are required to be purchased by the pupils, if the parents are able to supply them; or they can hire them at \$1.00 for the School Term. Should any be too poor to purchase or hire the Text Books, the gratuitous use is always allowed, that all pupils of the School District may have the opportunity to attend School.

Having visited all the Schools by the 16th November, ultimo, I found as having attended School during that Fall Term, 409 boys and 338 girls. The amount of salaries for said Fall Term, will amount to about \$2,300 ; the incidental expenses about \$200 ; repairs to School Houses about \$300, including three stoves furnished to the Schools No. 4, No. 15, and No. 25.

Books and Stationery have cost about \$700, making the expense of the whole Fall Term \$3,500. With our funds, the Schools of the County can be continued during the whole year of 1866.

In reference to changes in the School Law, I would suggest that the Presidents of the Boards of School Commissioners should be relieved from employing Teachers, and attending to the repairs of School Houses, &c. The whole duty of the President should be to examine the Teachers and the Schools, and see that everything is in good condition.

I would suggest that the Tax Commissioners of the Counties should be empowered to levy such an amount of money, on the School Districts, as the inhabitants shall apply for, to build School Houses, &c. I would further suggest that all children from seven to twelve years of age, should be required to go to School, or the failure to go be deemed a penal offence.

I am, very truly, yours,

SAM'L K. DASHIELL,

*President of the Board of School Commissioners
of Howard County, Md.*

KENT COUNTY.

In accordance with the wish expressed in your communication of December 1st, 1865, I have the pleasure to report that the New System of Public Schools was inaugurated in this County in September last. Under the old law, the Schools had, with very few exceptions, attained but a very slight degree of efficiency, many of them being taught by persons destitute of the necessary qualifications, either of scholarship or aptness to teach. It could not well have been otherwise, when it is understood that as a general rule, these Teachers received for their services only the sums levied by the County and appropriated by the State, seldom exceeding in amount two hundred and fifty dollars per annum.

In some cases this amount was increased by voluntary contributions, but very rarely so much as to make adequate compensation for a first-class Teacher. The School Houses were mainly old, dilapidated structures, wholly devoid of taste, or even of ordinary comfort. There was, I may say, really no supervision. It was the duty of the Trustees, it is true, to examine both Teachers and pupils, but a duty which the majority of them evidently thought "more honored in the breach than in the observance."

While a few alleged the want of time for its performance, the most of them excused themselves on the honest plea of inability; so that Teachers were generally taken on trust, and the children deprived of the powerful incentive which a systematic course of examinations can alone furnish.

If the enterprise and business capacity of a people could be taken as a correct standard of intelligence, few communities would excel the adult citizens of Kent County; but shrewdness is not intelligence, and a high degree of capacity for business may co-exist with an extremely defective education.

Of such, there is undoubtedly a great deal in this County; but the number who can neither read nor write, I am disposed to believe, in the absence of any reliable statistics, is not large; not, perhaps, exceeding 10 per centum.

Our citizens *seem* to know the value of education; but, for a variety of reasons, do not accord to the Public Schools that hearty and zealous support which would place them at once in the position they should occupy. The inefficiency of the former system, the increase of taxation, and the advanced rates of living, are among the causes of apathy; but at the foundation of all, lies the great error of placing a merely utilitarian value upon the Public Schools, with little or no regard to the intrinsic value of education, beyond a tolerably good investment. But I think there is a more healthy feeling growing up, and have no doubt that the people will soon cheerfully assume the burden of remodeling and beautifying their School premises.

The Board of School Commissioners of this County adopted the graduated system of salaries, as recommended by the Commissioners' Convention, held in the City of Baltimore, in August last, making three hundred dollars the minimum, and increasing two dollars and fifty cents each, per session, for the first ten pupils above fifteen, one dollar and fifty cents for the next ten, and one dollar for the next twenty-five.

With us, this plan has not been found to work well, and we shall, I think, be obliged to modify it essentially, or to abandon it altogether.

In the distribution of Text Books, our plan has been to take the receipts of Teachers, and deduct upon settlement, the amount actually sold, from the salary due. Hitherto we have kept five depositories, but now that the main distribution has been made, the number may be reduced to three, or perhaps two. This mode of distribution has been attended with no other expense than cartage from the boat to the place of deposit.

The question of the duration of our Schools is one of considerable difficulty. Upon the basis of the reports of the session ended November 15th, it would be easy enough to make a reliable calculation, but there are now four Schools in operation, which were then vacant, and one or two others may soon be opened. Besides this, I am very confident that but little more than one-third of the children of suitable age to attend, were in the Schools during the

Term mentioned, in consequence of the general prevalence of sickness.

Then again, the amount of funds which may be at the disposal of the Commissioners, is yet uncertain. The County Commissioners whose term of service has recently expired, failed to make the usual County levy for School purposes ; but if their successors shall see proper to correct the mistake, of which I have strong hope, it would give, I think, a fund sufficient to continue all the Schools to the end of the scholastic year. If not, they cannot be kept open longer than the first of May.

The aggregate amount paid to the Teachers of twenty-five Schools, for the session closed November 15, 1865, was \$2,273.51.

For incidental expenses, including slight repairs, stoves and fuel, was \$751.64.

For old claims against former Trustees, \$1,232.44.

The number of pupils attending all the Schools, for the same Term, was—boys, 364 ; girls, 335 ; total, 699.

It should be remarked, in regard to the item of incidental expenses, that a large portion of the outlay was for stoves, of which a large number was indispensably necessary ; this expenditure will not be so heavy again perhaps for several years.

The present system is, in my opinion, a good one, and is, I am confident, rapidly gaining friends in this County. It will work its own way to public favor. With Teachers selected with strict regard to their qualifications, and held to a rigid accountability for the faithful performance of their responsible duties, and, at the same time, so thoroughly imbued with professional pride and zeal, as I know many of them in this County to be, as to require no spur of supervision to be applied, except to develop their abilities, I have no fear but that its excellence will be acknowledged by all candid minds.

It has, of course, some defects ; all new systems are liable to such. A little experience will serve to correct these, and then the State of Maryland will be blessed with as ample means to give to all her sons and daughters a thorough education as any of her sister States in this glorious Union.

The amendments which I would advise will be presented in a separate paper to the Committee on the Revision of the Law, appointed by the Commissioners' Convention.

COLORED SCHOOLS.

By the liberality of a benevolent Association for the improvement of the colored people, seven Schools for the education of colored children have been organized in this County, of which five are still open.

The building in which the School near Millington was kept was destroyed by fire, most probably accidental ; and one near Rees' Corner, was, without doubt, fired by incendiaries.

The Teachers of these Schools have submitted to the customary examination, and obtained "Permits" to teach as in other cases. I have also visited the Schools and examined the pupils, and it affords me pleasure to state that their orderly deportment and close attention to their studies, are worthy of high praise, while the progress they have made from a condition of almost absolute ignorance, gives promise of complete success.

As the Text Books used in these Schools are entirely different from those used in the Schools for white children, and the form of Report for the latter is not adapted to the former, I did not require Reports from these Teachers, especially as they were pecuniarily independent of the State system of instruction, and were required, as I understood, to report to the Association in Baltimore.

I should estimate the aggregate attendance of pupils, in all these Schools, up to November 15th, 1865, at one hundred and fifty children.

Besides these, Night Schools are opened in the same houses, and in charge of the same Teachers, for the adult colored population. Of these my information is too slight to enable me to say anything definite.

Objection has been made to these Night Schools, on the ground that hired hands attending them lose so much rest as to unfit them for labor; but I think experience will show that the same condition of things has existed from time immemorial.

If the laborer did not attend School at night, he did engage in the "Coon and 'Possum hunt," and other pursuits yet more questionable, so as to unfit him for the labors of the following day, in a much greater degree than the pursuit of knowledge is likely to do.

I apprehend that these Schools for children could be made more efficient by being required to report to this office, and thus being brought into closer relation to the State system.

A tax upon dogs owned by colored people, and the regular fee for marriage license, which they should pay, and which they would readily pay, would add to their School Fund enough, probably, to relieve the Association of the support of their Teachers, and enable the State to educate their children.

Very respectfully, yours,

HOWARD MEEKS,

Prest. Board School Comm'rs of Kent County.

MONTGOMERY COUNTY.

I have received your letter of the 1st December, asking certain statistical information in regard to the condition of the Public Schools of our County, and suggesting the following topics to which my replies should be necessarily directed.

"First, the condition of the Public Schools under the old local law; by what funds supported, and what degree of efficiency the schools attained."

I find that the most complete answers which it is in my power to make, to these interrogatories, are contained in the two Annual Reports which it was my duty to make, for the years ending June 30th, 1861, and 1862. Although very willing to save you the trouble, by making a summary of these small pamphlets, it seems better, on reflection, to place the whole in your hands. The reports are brief, and so divided, that you can readily select information upon the points you may desire to have laid before you.

You will find from these Reports that a very good Local School Law was made for our County, in 1860, and a system not very dissimilar to the present, was inaugurated, and carried on for a year with tolerable success. But, in the following year, the working features of the system were crippled effectually by an "amendment" of the law which took away our funds, as shown in the Report for 1862. The School system dragged along from that time, but never recovered from the blow thus dealt.

Our experience thus affords strong evidence in favor of the necessity of a general State law, that protects the Schools from hasty local legislation. It is my full conviction that if no obstruction had been thrown by the Legislature in the way of our operations commenced in 1860, we should have a much more favorable report to make of the Schools for the quarter ending November 15th, 1865.

This is the next point of inquiry.

The number of pupils, who attended school, shows boys 544, and 481 girls, total 1,025.

Aggregate paid for salaries of teachers \$2,720.

Incidental expenses, (about) \$150.

Number of Schools in operation thirty-five.

Our Board adopted the "Sliding Scale" in fixing the Teacher's salaries, beginning with a minimum of \$75 per Quarter, for fifteen scholars and under, and increasing by the rule laid down in the By-Laws, that is, adding \$2 per pupil from fifteen to twenty-five, \$1.50 from twenty-five to thirty-five, \$1 from thirty-five to sixty; but we have agreed, with the view of making the salary of the Teacher as good as can be at present, and at the same time offering a premium for his promoting attendance, to count as *full pupils* all who attend *more than half* the number of days in the Quarter; and, of those who attend less than half that number, we add up their days' attendance, and divide by the whole number of days in a Quarter, and carry the quotient to the number first named. This seems somewhat complicated, but it serves to promote attendance, and swells the Teacher's salary, always too little for a good Teacher.

The five School Commissioners, comprising our Board, agreed to receive and distribute the new books among the Teachers. This plan involves considerable labor, but it has important advantages. We all have vehicles, while the Teachers have none. Besides, by taking the books in person, the Commissioner can urge with more effect than the Teacher, the importance of their general diffusion, can explain the low terms on which they may be purchased, &c. Probably, when the schools are once well supplied, it may be left to the Secretary of the Board to take the entire charge of distributing books.

Under this head, I may remark that the new books take very well in some Schools, and go off slowly in others. The return of sales made to me during

the first two weeks after being distributed, varied from \$1.68 to \$33. On the whole, it is my impression they are being introduced in our County; quite as fast as could be reasonably expected. Parents feel aggrieved at first, that they should be required to throw away the old school books; so that the substitution must be a work of time.

But if we escape the *misfortune* of a selection of different books by a differently constituted State Board, I think it will not be long before a most desirable object will be accomplished in the use by all the Public Schools, of a uniform series of Text Books. Already I see a beneficent change being worked in this way, especially in the less favored parts of the County.

"How long," you inquire "will you be able to continue the Schools with the present income?"

It is known to you that the section of our present School Law, which was devised for the object of continuing the local school appropriation until 1867, was disregarded by the Commissioners of Montgomery County. Consequently that source of income, so necessary to build and furnish new School-Houses, is cut off from us. We will, therefore, be unable to continue the Schools during the entire year. From present appearances, they will be closed at the end of the third quarter, the 15th of April. We are enabled to extend the session to that time, through the occurrence of several favorable circumstances—the principal one being, that by the operation of the *just and beneficent* system of distribution of the funds from the State Tax, adopted in our School Law, *our comparatively poor County* receives help from its more favored sisters.

In reply to your inquiry in regard to the zeal of our people in sustaining the Public School System, and also their actual status in regard to general intelligence, I have to say, that the majority do not appear to be very zealous in the cause. In fact there exists a great degree of apathy. It has not taken hold of them in the right way as yet. But there are some pretty good reasons for this lack of interest. They have tried several different School systems, and they complain with some show of truth, that the beneficial results visible so far are scarcely in proportion to the expense incurred. It is stated in the First Annual Report, herewith sent you (p. 15,) that there were 450 white people in the County, in the year 1860, above the age of twenty, who could not read and write. The fact of the existence of such deep darkness, in our midst, ought to stimulate us to the most vigorous efforts to remove to it, and I believe it will.

Our people have suffered much in their property from the late fearful civil strife, and still more in their mind and feelings. But a brighter day is coming—the dawn is distinctly visible—light is dispersing the mists. Slowly, however.

In conclusion, as you ask me to state my opinion of the School Law, I can say with some confidence, that the more I have examined it and the farther I have seen it tried, the higher is my opinion of it, as a good working system, well adapted to the wants of the people of Maryland.

Improvements to the machine I am not prepared to suggest—should be shy of suggesting—until I have seen it running some time longer. You have added a feature in the By-Laws, which in my judgment will be very beneficial, in providing for the appointment of a School Visitor, or local trustee. Great care should be taken to select the right man for the post; I could wish there had been a printed commission made out for the appointee, just to give more show of importance to it.

I think the School Law is good; but must add that one of its most *essential* provisions is not yet put into operation. I refer to that for establishing a Normal School. Without such an institution, I do not see where or how we are to find competent teachers. Without competent teachers (and they are

very rare,) the best system must prove a failure. It is absolutely true, for Schools, that,

"For *forms* of government let fools contest
That which is *best administered* is best."

Do give us a Normal School.

I am &c., &c., &c., yours,

WM. H. FARQUHAR.

P. S.—To give a more definite answer to your query about the condition of our School-Houses, I would say that among the 45 there are (in round numbers,) —

10 miserably bad, Furniture ditto,
10 bad, " "
10 indifferent, " "
15 pretty fair, " considering," furniture ditto.

PRINCE GEORGE COUNTY.

Your letter, December 1, embracing several interrogatories with regard to the condition of our Schools was received, and responded to immediately, in a general way, with a promise to furnish a more concise statement afterwards. I regret still my inability to give a detailed and satisfactory statement as intended.

1st. The condition of the Schools under the old local School Laws, has always been lamentably deficient. The School-Houses are generally uncomfortable and present a dilapidated aspect. Very few have any architectural proportions. Furniture of the most primitive character. Seats without backs, and desks correspondingly rude.

Many of the Teachers are competent and intelligent gentlemen. Some, I regret to say, are so palpably deficient as to justify their immediate removal. The mode of supervising the Schools, heretofore, has been by Trustees, who were elected by the patrons and tax payers residing in their respective districts.

2. Schools have been supported by funds obtained by taxation. The system, according to my experience and observation has been very inefficient.

3. The opulent classes constitute a large proportion of the people of this County, and among them there is much intelligence. Among the poorer classe, there is much ignorance. If I were to say that one-half of the latter could neither read nor write, I would not be accused of making an exaggerated statement.

4. I have seen, on many occasions, much hostility manifested to the adoption of the new system in this County. But the prejudices in every instance, may be attributed to the almost complete failure of the old system.

There is also, I think, a corresponding indisposition upon the part of the tax payers, for the same reason, to erect and furnish School-Houses.

5. Our Board at its last meeting fixed the minimum salary of Teachers at \$350 per annum, with the graduated scale, as directed in the By-Laws, Art. 9, Sec. 4.

The number of boys and girls who attended School during the term ending November 15, 1865, amounted to a little upwards of one thousand. The aggregate amount of salaries paid to Teachers was, I think, about four thousand dollars. The precise amount of incidental expenses was less than one hundred dollars.

6. I am not prepared to say how long we shall be able to continue the Schools with the present income.

The County Commissioners having declined to levy the State School tax, we are entirely dependent upon our County revenue.

7. In my opinion the School Law is admirably adapted to the object in view. The system contemplated is simple, comprehensive and inductive, and only requires time to develop its merits and to receive the emphatic commendation of all classes. The graduated series of books prescribed for universal adoption in the Schools, is an admirable feature in the system, and is calculated to meet the wants of the children.

REMARKS.—I regret to say we are, in this County, still in the transition state with regard to the School System. Perhaps we would at this time compare unfavorably with any County in the State. But such is my entire confidence in the practical superiority of the system; that I believe with a persevering adherence to its provisions and requirements, we shall soon emerge from our present obscurity and achieve ultimate success.

I have no doubt, after we receive our Text Books, and get the whole machinery in working order, we shall be supported by an appreciative people.

As far as my observation goes, I believe nothing retards the prosperity of our Schools more than the irregular attendance of the pupils. Perhaps some legislation in reference to this matter might prove salutary.

In conclusion, I would suggest that a sufficient number of the By-Laws be sent to every School Teacher in the State, in order to supply each parent and guardian with a copy. It would be of great mutual advantage.

I am, Sir, very respectfully,

Your obed't Serv't,

JNO. H. BAYNE,

Pres't Board of School Comm'rs.

QUEEN ANNE COUNTY.

I arrived at home at a late hour last night after finishing a complete tour of the County and making a personal inspection of every School House, and nearly every School. Two or three Schools, at the time of my visit, were closed for the day, for causes that the Teacher could not control. We have in the County forty-five Schools and forty-three School-Houses. We occupy, by permission, the Vestry Room of a Church in one District, as a School room, and a Church in another District. Of the forty-three School Houses, six are of brick, thirty-one are frame houses, and six are log houses. The brick houses are in tolerably good repair, but they are too small, and therefore, uncomfortable. Of the frame houses about twenty are in good order, and eleven want repairing or rebuilding. The log houses are all in bad condition. Every house needs suitable School furniture. Some need it of course, more than others, but there is absolute necessity of improvement in all. They are all without Globes, Maps, or Charts of any kind, and many of them without even a Black-board, and what is equally to be deplored, we have no funds to supply these deficiencies. I am entirely unable to give you the average attendance of scholars for the term ending November 15th, as the Teachers did not receive their registers until two or three weeks after the close of the term, and did not keep a regular record of attendance, except in two or three instances. The number of scholars registered in all the schools is seven hundred and ninety-seven, ranging from fifty-four, the highest number, down as low as five. The number five is the number in one School

only. The Schools have all been in operation since the 1st of September except one School, which we closed at the end of the Fall term for want of scholars. It will be re-opened, in all probability, on the 2nd of January, 1866. The number of boys attending school is four hundred and twenty-five, of girls three hundred and seventy-two.

The above is as faithful an exhibit of the condition of our Schools as I can furnish, but it is by no means a fair exhibit of what the Schools ought to be. We have had a good many things to contend against. Our oldest citizens say, that there has not been as much sickness in our County, particularly among children, for any year for the last forty years, as during the past Fall, and this alone had almost broken up our Schools in some neighborhoods. Another cause is the great scarcity of labor. Farmers have been compelled to keep their larger children at home to assist them in their farming operations, and the smaller ones, because the larger ones could not accompany them to School. I have had many assurances, however, that the attendance will be much better after the commencement of the new year. So much for general facts. I will now take up your last communication and give such information as I can upon the various topics embraced in your questions in the order in which they occur.

Your inquiries as to the condition of the Schools under the old law, the mode of supervision, &c., have been answered above, except the supervision. The Schools were *nominally* under the *immediate* supervision of three Trustees for each School, who appointed the Teacher, and then considered that their duties for the year were finished. The Teacher had to procure, as he could best do, all necessaries for his School House, or go without them, and the consequence was, he went without them as a general rule. There were appointed biennially, by the Orphans Court, five School Commissioners, who met, I think, twice a year, to distribute the School funds among the Schools; they made a report of their proceedings to the Orphans Court, and considered that their duties were all performed. It was not considered to be the duty of anybody to visit the Schools and see that the Teacher performed his duty, or at least such a duty was never performed. Under such a state of affairs, it was impossible for the Schools to attain to any great degree of efficiency. Our people are, as a general thing, an intelligent people, and in my opinion, there are comparatively few, who cannot read and write. There are some who have never enjoyed the blessings of instruction, and can neither read nor write.

I cannot say that I have noticed any disposition among our people to go to the expense of building suitable School Houses. While they seem to favor the cause of education, and to be friendly to the new system, they at the same time entertain the idea, that our Board is to do everything of this kind. They pay their taxes and then seem to consider that their part is done. I hope to see a better state of things in this respect, should not something occur to make them oppose the system instead of favoring it.

Before we received the By-Laws, we had determined to pay our Teachers, without regard to the number of their pupils, one hundred dollars per term, and as we had engaged them until the 1st of February, that will be the salaries for the time they are engaged. We have adopted the plan of selling the Text Books to the scholars, and each scholar owns the books he uses. We paid for salaries for the term ending November 15th, the sum of \$4,500. The amount of incidental expenses I am unable to give you, because some things necessary for the Schools have been furnished by the School Visitors, and the bills have not yet been presented to the Board. The amount, however, will not exceed \$300 to the best of my judgment. While our present income shall continue, we will be able to keep our Schools in operation, and gradually lay by a small surplus to improve our School Houses, beginning with those in the worst order, and continuing until the work shall be accom-

plished. But if the County Commissioners should be prevented by the Law from making a levy in our favor after the year 1866, nearly half our Schools would have to be closed, as the amount received from the State Treasury as part of the tax of fifteen cents on the hundred dollars will be totally inadequate to pay Teachers alone.

My opinion of the School Law is a favorable one. I consider it a good Law, and the system, after it shall be put in good working order, and some slight amendments adopted, as everything we need. The Board of School Commissioners for Queen Anne County, I believe, owns and has a fee simple title to all the houses and lots except Centreville and Church Hill Academies, and the two Churches I mentioned above, but I do not know and cannot exactly ascertain how the titles were obtained.

It strikes my mind that some amendments might be made to the School Law, with advantage to the System. On page 34, section 2, relating to repeal of old Laws, it is enacted, that after January 1st, 1867, all laws authorizing the levying of taxes for School purposes are to be, or rather *are*, repealed. (Section 2 seems to be numbered improperly. It follows Section 8, and should be, I suppose, Section 9.) While that Section of the Law shall remain in force, the hands of our County authorities will be tied and they cannot help the Schools, though they may be entirely disposed to do so. If the Constitution of the State should prohibit a repeal of this Section, would it not be advisable to increase the amount levied for the State and make it more than fifteen cents in the hundred dollars? If we are to lose the County levy, we will be no better off than we were under the old system, and it will be impossible for us to advance the cause of Education, even if it can maintain its old stand.

I would also suggest an alteration in the section of the law on page 17, in relation to vacations. The months of July and August do not suit all neighborhoods, and all portions of the State. Would it not be well to give the County Board the power (while the law should fix the duration of vacation) to determine the time of vacation? With us the months of August and September would be much more suitable, and the old School authorities, years ago, adopted September as the month for vacation, or rather as the vacations did not continue as long as two months, they were generally from 20th August until 1st of October.

As this is of local importance, would it not therefore be best to give to the County Board some discretion in the matter. September is our most sickly month, and the Schools are frequently closed for want of Scholars, whether it be vacation or not.

JAMES M. THOMPSON,
*President of Board of School Commissioners
of Queen Anne County.*

SOMERSET COUNTY.

I have the pleasure to report that during the School term ending November 15th, I did, in accordance with my duty as President of the Board of Public School Commissioners of Somerset County, visit each school in the County with very few exceptions—those being closed at the time from sickness of the Teachers or otherwise. I conducted examinations of one or more classes in each school—read to the Teachers and Pupils a short address combining “modes of instruction and discipline”—reciting also certain extracts from the law applicable to their immediate duty to the “youth committed to their instruction,” &c., &c.

As a general thing I have the pleasure to report that I found the schools operating as successfully as could have been expected under all the circumstances. The unusual amount of sickness prevailing throughout the County during the entire School term, added to the exorbitant price of labor affected very seriously the attendance of Pupils—such was the concurrent testimony of all the Teachers.

While at the School House I obtained from each Teacher or made from personal observation a written report of each School.

The whole number of Schools organized last term, was forty-seven; whole number of Pupils admitted into the Schools, fourteen hundred and twenty-four—Boys, six hundred and sixty-nine; Girls, seven hundred and fifty-eight.

1. The condition of Public Schools under the *old law* was very unsatisfactory and inadequate to the wants of Public Instruction—much of the fault we believe to be on the part of the parents and people themselves, who seem to become more or less careless and indifferent the moment any provision is made by law for the education of their children—they seem at once to relax their own proper energies and interest, and rely on the law to do *all*—in short, to take the whole responsibility out of their hands. On this view of the case I would predicate an argument in favor of the most *thorough* and *efficient* School law with sufficient vigor in itself to accomplish everything necessary—*independent* of the voluntary co-operation of parents which might or might not be conceded, as the caprice or prejudices of parents might prevail over their better sense. The condition of the School Houses was barely adequate to the most common school purposes—without regard even to convenience, looks or comfort. The character of the Teachers was not of a high order—being such persons as could most conveniently be obtained in the home market, and without previous special preparations for their professional duties.

The mode of supervision was by a Commissioner appointed by the Orphans Court for each Election District, assisted by a Trustee appointed by the Commissioner for each School.

2. The Schools under the old law were supported by the Free School Fund—a tax of twelve cents in the one hundred dollars of assessable property in the County, Dredging Licenses, and the donation under Act of Assembly, 1864, chap. 28. We do not feel justified in saying that the Schools attained to any considerable degree of efficiency—certainly not to any degree of excellence under the old law.

3. While we would not be understood to speak disparagingly of the general intelligence of the people of our County, it is nevertheless too true that we have a large number of persons who can neither read nor write.

4. We regret to say that there is not, in our opinion, a proper evidence of zeal in sustaining Public Schools and of willingness to erect and furnish Public School Houses. Our people, unfortunately, have been too much divided in sentiment on the vital question of sustaining the National Government itself—it is hardly to be expected that they will *so soon* be united and zealous in sustaining an institution of the State, however good and perfect it may be. Let the Legislators of Maryland in all time to come, conscious that the education of the masses, through the instrumentality of free Public Schools, is the true policy to be adopted by the State—adhere to this policy with *firmness* and perseverance; and public sentiment will not be long in rendering a cheerful acquiescence—the growth of a good wholesome moral sentiment will mark the progress and zeal of our people in sustaining Public Free Schools. At present they are much swayed by prejudices, exasperated and intensified by our recent excited election.

5. Our Board has adopted the sliding scale of Baltimore County for fixing the salaries of Teachers—the minimum being seventy-five dollars for fifteen scholars—one dollar and a half each for the first ten scholars—one dollar

each for the second ten, and so on to the maximum number. The rule adopted for the distribution of Books is to sell them, except in such cases as are otherwise provided for by the law.

The aggregate amount paid for salaries during the term ending November 15th, was thirty-two hundred and eighty-seven dollars and fifty cents. The amount paid for incidental expenses was seven hundred and seven dollars and thirty-two cents.

We think the New School Law a good working system, and most admirably adapted to the ends proposed. It is a good working system, because what it conceives in theory, it provides the most suitable means for carrying out in practice. The modes of supervision we think most beautifully and admirably adjusted—showing a complete adaptation of means to ends. The requirement that the President shall visit each school every term, or as often as practicable, and that each Commissioner shall do the same as regards each School in the District, is well calculated to give vitality and energy to the Teachers and Scholars—it awakens a sense of responsibility on the part of the Teacher that will not suffer him to slumber at his post and must ultimately tell on the progress of the Schools and the interest of public instruction in the County. This is not a mere speculative view—it is the result of my late experience when visiting the Schools of the County.

I am hardly prepared to suggest any alterations or amendments to the law, but it seems to me, among so many excellent provisions of the law, it should have provided for an annual gathering at some central point—say the County town—of all the Scholars, attended by their Teachers. On this occasion there should be suitable refreshments for the children, as an additional inducement for them to look forward to it with pleasure. The time might be so arranged as to make it convenient for the State Superintendent, if not the State Board, to be present, who might improve the occasion by a suitable address to the Teachers and Scholars. It would be an interesting occasion to all parties to review a procession of two thousand children—to myself it would be an occasion of very deep interest.

It is a question with me, whether it would not be expedient to provide by law for a compulsory attendance on Schools during a certain part of the year. There are very many parents who will not send their children to any School, without some well regulated legal compulsion. I know many such—reprove them for it, and their reply is, that they are so poor they can't dispense with the services of their children, even for a short time—that constant labor is indispensable to make bread for their necessary support; but the truth is, much of their time is spent in idleness. We regret to inform you that our late Board of County Commissioners failed to do their *duty* by not levying the local School tax of twelve cents in the one hundred dollars. The law requires it to be collected for two years, and after January 1st, 1867, to be continued; provided the people so determine at their general election in November, 1866. On what pretext these gentlemen justify the course they have pursued we are at a loss to determine. We think their conduct unjustifiable, whether considered with reference to their omission to perform a plain duty under the law—the rights of the School Commissioners, or the spirit which dictated it. The effect is—*they* have taken the the responsibility of withholding from fifteen hundred to two thousand poor children of the County from two to two and a half months of necessary instruction to which they were justly entitled, in direct violation of a well defined public law.

We have received from the late Treasurer of the School Fund five thousand four hundred and thirty-eight dollars and five cents; from the Clerk of the County for Dredging Licenses, one hundred and seventy-eight dollars and seventy-five cents:—assuming that we shall receive from the State Treasurer,

on account of Free School Fund, two thousand dollars, and from the State Fund, as applicable to *present* salaries, eight thousand dollars (the amount paid in by the County) we shall have an aggregate fund of fifteen thousand six hundred and sixteen dollars and eighty cents for School purposes for the present year. Our expenses for the last term were at the rate of about two thousand dollars per month—at the same rate the foregoing estimate of funds would enable us to carry on the Schools about *eight months*.

This report is respectfully submitted.

HENRY A. WHITE,
President Board Public School Comm's for Somerset Co.

ST. MARY'S COUNTY.

To your inquiries I send you the following replies which are as full as time will allow me to furnish.

The condition of the Public Schools under the old local laws was bad. People generally, and especially patrons, thoroughly contemned it. Some few of the School Houses were tolerably comfortable, many needed repair, and scarcely one had enough or suitable furniture. Houses were furnished by the parents of pupils. Schools were supported by funds derived from the State Free School Fund, and County taxes, and were supervised by local Trustees, who took little or no interest in them. Teachers, with some exceptions, were confessedly incompetent, indicating disregard of duty, and want of appreciation of the high character of their profession. This sad condition of the Schools is attributed to two causes, which are removed by the new system, insufficiency of funds, and irresponsible, and therefore neglected supervision. The characteristic of non-remunerated responsibility is indifference, and its legitimate fruits, neglect and failure.

Of this state of things those who depended on the Public Schools for the education of their children complained much, long, and vainly, till at length despair of a remedy subsided into chronic apathy, and this apathy into which they were forced as a refuge by an evil beyond their reach, is construed into stupidity, or adduced as evidence of insensibility to their highest interest, or incapacity for education.

The general intelligence of the County is equal to that of any of the sister Counties. As to the number who cannot read and write there is a difference of opinion. Some say there are many, others, *not* many, especially among the young. I see no indisposition in our people to sustain Public Schools, and to erect and furnish School Houses.

The Board has fixed upon \$75.00 as the minimum salary of Teachers for schools containing not more than 15 pupils. For each additional pupil over 15 and up to 25, it allows \$2.00. For each pupil over 25 and up to 35, it allows \$1.50, &c., throughout the scale.

Text-books are distributed by Commissioners to Teachers.

Our Schools opened at different times, and Teachers have not all presented their reports and claims, I am not, therefore, able to report definitely the number of boys and girls, and "aggregate amount" of salaries paid. The number of pupils attending our Schools during the first term, ending November 15, 1865, is about 320, and the amount paid for salaries will be about \$1,200.

We shall be able to continue our schools 10 months.

I shall now attend to your general queries.

"Your opinion of School Law"?—good. Strike out limit of District Commissioner's salary, but I see reasons why the President should not be removed

from the position of District Commissioner. He ought to be connected with all the important affairs of the system in his field. Otherwise his office will soon be looked upon as a sinecure, and he will lose influence in the Board. People too, judge a good deal by palpable material standards, and School House attention will affect them more favorably than mere educational supervision. The President should have all the aids to his influence that he can get. Connect with his office, therefore, as much of the interest of all concerned as possible. Efficient Commissioners cannot be had for present pay. Prompt payment of the salaries of Commissioners by the Counties ought to be secured by law. Your convention I think will make all needful suggestions in respect to the School Law.

"Is it a good working system?" The best I know or have read of.

"Is it adapted to your wants?" I don't know wherein it is not. It certainly works well here and has the confidence of the people.

I have perhaps said enough and should stop, but I will add a word.

I have seen enough of the new system to know, that if it have a chance, it will perform all that has been expected of it. In this section it has won the respect, good will and welcome of the people. Indeed, I shall not be surprised if St. Mary's and the lower Counties become the fields of its best triumphs and its brightest glory. I know that you will hear of the success of the system in this County with deep pleasure, for in our several interviews and correspondence you have evinced earnest solicitude for the welfare of this County, and our success. The many allusions in my presence you have had necessarily to make to the several fields of your work, have been kindly, and especially those of the lower Counties.

May God strengthen your heart and hands to this great work, and crown it with complete success.

With respect, and truly yours,

JAMES BUNTING,

Pres't Board School Commis'rs; St. Mary's Co. Md.

TALBOT COUNTY.

[No REPORT.]

WASHINGTON COUNTY.

In reply to your request for a report of progress thus far, and to the specific enquiries, I respectfully submit the following:

The condition of the Schools of this County, under the late local law, was at no time, and in no aspect, satisfactory, owing, perhaps, to the absence of system and to the political influences brought to bear upon it.

The School Commissioners, deriving their powers from the County Commissioners, and the District Trustees being elected by the people, the duties and powers of neither were clearly defined in the law, and the discordant elements at work in sustaining them in their positions or views, frequently gave rise to conflicts of authority. The want of harmony, encouraged by the customary procedure of each district, was most prejudicial to success.

There was no regularity in terms or times of Schools—no uniformity in methods of instruction or use of Text-Books, and no system for the arrange-

ment of salaries. Each district was, to all intents and purposes, independent in its action, not because of the failure of the law, but owing to, its long-continued neglect and loose administration.

No good could possibly have resulted from this method of conducting the Schools, and the end showed a community in some respects disposed to act arbitrarily, a slight diminution of the principal fund, but few good School-Houses, few good Scholars, and a great degree of lethargy.

This same want of system, in connection with the fact that while the law provided a plan by which School-Houses could be built, (by district taxation,) it failed in the essential feature of enforcing the payment of the tax levied, prevented the erection of School-Houses in a very great degree. Yet we have, in this County, some very good School-Houses, built mainly by the liberality of patrons. Generally, the houses are poorly built, improperly planned, badly located, and unfit for the purposes designed.

The absence of any concert of action, the election by patrons, frequently, of personal friends or political partisans, a looseness in the examination, and a seeming carelessness on the part of patrons as to the qualification of Teachers, served to introduce some decidedly incompetent instructors. In the main the average standing is passable. Yet many of those now teaching, on examination, may be found wanting. The low standard may possibly be, in some measure, due to the fact that there was no available or valuable supervision.

The Schools were supported generally, for nine months, in each year, by an annual tax, averaging about thirteen cents on the one hundred dollars of the taxable property of the County; a tuition fee of one dollar per Term for all deemed able to pay, the State's annual appropriation, and the revenue derived from the permanent fund of nearly sixty thousand dollars.

The average efficiency of the Schools was far below what should have been held a very low standard.

The average intelligence of the County is good—better than could well be expected from the character of the Schools. We find but few who cannot read and write.

The interest in the Public Schools has, for the past year, been visibly increasing, and, in many localities, encouraged by the new system, the people are growing zealous and awaking to the necessity of greater exertion in sustaining Schools and building houses. As they become acquainted with the principles of the new law, they find a greater assurance of benefit to be derived, and there seems to be an increasing desire to lay hold with energy, and to assist in the erection of a permanent system.

Our Board has adopted, as the minimum salary for a School of fifteen Scholars, taught by a Teacher holding a second grade permit or certificate, the sum of fifty (\$50) dollars, adding fifteen dollars for first grades: an increase of two dollars and a half for each additional Scholar up to twenty-five, and one dollar for each pupil over twenty-five; making the maximum for second grade one hundred and fifteen dollars, and for first grade one hundred and thirty. But one-half is allowed for Scholars entering after the expiration of the half term.

For the distribution of Text-Books, after a trial of the system proposed in the By-Laws of the State Board, and its failure, from various considerations, to secure a proper result, the Board determined to supply books upon the requisition of Teachers, accompanied by the money, and the sale to patrons, Teachers and Pupils, on two days in each week. Books are furnished direct from the rooms of the Board.

The reports for the last term, ending November 15th, show the following result:

Number of boys attending at the close,	- - - - -	2,363
" girls " "	- - - - -	2,392
Total,	- - - - -	4,755
Amount paid for Teachers' salaries,	- - - - -	\$8,445.20
" " Incidental expenses,	- - - - -	1,482.56

Number of Schools in operation at the close of the term, 114.

With the funds at our command, we will be able, we think, to continue the Schools for more than three terms. A misapprehension of the law caused the Board of County Commissioners to omit to make the annual levy for School purposes. But lately, upon a proper representation to them of their duty under the law, they have given us, from their surplus fund, the sum of six thousand dollars, which will enable us to keep the Schools open for perhaps nine months.

A number of the Schools did not open until some time after the 4th of September, because of the inability of the Board to secure Teachers.

We look upon the law as a good one, well adapted for the purpose designed, and, with a few amendments, all that we could wish it. In this opinion, so far as the people have become acquainted with it, in its letter and practice, I believe they will heartily concur. It has met with far greater favor than we had reason to expect.

In addition to the amendments which were suggested at the Convention of Commissioners, held in August last, the necessity of each one of which has forced itself daily and strongly on my notice, I would suggest, for the benefit of the counties possessed of permanent funds, such an amendment as will give some latitude in the investment of the principal. The Treasurer of our Board urges this, inasmuch as he has been unable to obtain the bonds of the State for the money in hand, unless by the payment of such prices as will make the investment ruinous to the fund. Many and safe opportunities offer to him which would yield from 7 to 10 per cent.

Our colored people are very desirous of further legislation in their behalf, and are waiting with eagerness for the establishment of Schools for their benefit.

My visits have carried me through all parts of the County, and I have found increasing zeal and hopefulness—a willingness on the part of the people to make some sacrifices for the advancement of the cause, and everywhere, with few exceptions, a healthy tone of feeling towards the new system.

I cannot conclude this brief report without reference to the most valuable and effective assistance rendered in your recent visit to this County. Your explanation of the law in all the parts of the County, has been attended with the most gratifying results. A clear view of the prominent features of the law, and a more general apprehension of the plans and purposes of the State Board, have been given the people, and have greatly encouraged and assisted the full and ready acceptance of the system, and made us many friends in parts of the County where we had reason to anticipate some difficulty.

I cannot help thanking you for giving so great an impetus to the work in our midst, and expressing the belief that much good will follow as a legitimate result of your visit.

I am, very respectfully,

THOS. A. BOULLT,
President of the Board for Washington Co.

WORCESTER COUNTY.

WHEN the present School Law went into operation, the Public Schools in this County were in a most neglected condition. The County had been divided into School Districts; but there was no record of their metes and bounds. Trustees were appointed for the several districts, but in most cases they took very little interest in the affairs of the Schools beyond appointing a Teacher, and collecting the quota of the School Fund.

Nearly every district was provided with a School House; but with very few exceptions, the houses were altogether unsuited to the purpose. Our larger towns were without any Public School buildings at all.

Teachers employed were generally selected from their respective Districts, and few of them were qualified for the position. No supervision of any kind was exercised over the schools.

The children of the County were divided into two classes, those who were able to pay for their education, and those who were not. The first were charged regular tuition fees; the others were admitted free, the Teacher receiving payment from the School Fund of the County according to the number of these so called "charity scholars."

From what I have said of the system, and of the Teachers acting under it, there can be but one conclusion in reference to the degree of efficiency which those schools have attained, that it was of a very low degree. Facts confirm this conclusion, and there is now something to do, in undoing what has been done amiss.

Education has been very much neglected in this County. There are a number who can neither read nor write, and many whose education extends little beyond.

The people manifest great want of zeal in sustaining Public Schools, and great indifference about availing themselves of their advantages, when opened free to them. I am apprehensive that we could secure but little by voluntary contributions for building and furnishing suitable School Houses. In some few districts, I have been unable to get the inhabitants to put such repairs upon their School Houses as are necessary to fit them to be occupied in the winter, though I assured them they should be repaid the cost.

In this connection I would state that the Trustees of Buckingham Academy and Berlin Female Seminary have acted in entire concert with me, affording the use of their buildings, and using their Academic fund. Thus the schools have been kept up to their standard, and made free to all, and at a much less expense than it could have been done otherwise. This has tended to the convenience and advantage of all, and is an arrangement, which I think might be entered into with similar advantage in other places,

The School Districts have been revised, but as the law requires the matter to be kept open for two months after public notice is given, and we apprehend that some change may be desirable, we have not as yet acted upon the report of the Commissioners.

In the appointment of Teachers, we have secured the services of some very competent persons. But on account of the difficulty of finding a sufficient number to supply all the Schools, and acting under the system of temporary permits, we have engaged many of those employed under the old system, as the only means of having some of the Schools opened at all this Winter. Another difficulty, in some districts, has been to find comfortable board within sufficient proximity to the School-House; and this difficulty, I apprehend, will be increased when we can employ those who come up to the legal standard of qualifications.

In arranging the salaries, we encountered the difficulty of not knowing what our income would be. At the same time we wished to guard against

fixing them so high that it might be necessary afterwards to lower them ; much preferring to increase them when we should find it in our power to do so. Consequently ours were fixed at lower figures, at first, than some others. For the first grade we fixed \$60 for the first fifteen Scholars ; \$2 each for the next 10 ; \$1.50 each for the next 10, and for all over this, \$1 each. For the second grade \$50 for the first 15 Scholars ; \$1.50 each for the next 10 ; and \$1 each for all over that number. These were estimated according to the average attendance. After the expiration of the First Term, we raised the salary of Teachers of *first grade Schools* from \$60 to \$75, for the first 15 pupils, with the same increase as at first. And the second grade was raised from \$50 to \$60, with the same increase as before. It has been in some measure an experiment with us, and we hope, by feeling our way carefully, we may, after a while, reach such a standard as may compensate the Teachers and yet be within our means.

In the distribution of School Books, we furnish them to the Teachers to be sold to the Scholars at very nearly the same price we are charged for them, not charging sufficient advance on the price to pay for those furnished free. The Teachers are responsible for all the books they sell. Orphans, destitute of means, and children of widows who are dependent upon their own efforts for a livelihood, are furnished with the use of books free.

The number of boys attending School during the Fall Term was 612 ; girls, 605. The whole number 1,217. The amount paid for salaries was \$1,999.55 ; for incidental expenses, \$247.60—total, \$2,247.15.

We are unable to form any correct estimate how long we will be able to continue the Schools from the result of the First Term. None of the Schools were open the entire term, and some of them were open only a small fraction of the term.

The School Law I regard as furnishing a good working system, but not so perfect, at present, as not to need some amendment. In visiting the Schools, I have been more than ever impressed with the importance of having some one to visit and superintend them. And in visiting some a second time, I have been very much gratified with the marked improvement. This is one feature of the law which, if faithfully attended to, will, I am assured, make a great improvement in the efficiency of our Schools. Experience has taught me that such is a much more laborious office than many have supposed ; yet I am well assured that the end to be attained by it, is well worth the labor and attention it requires.

The most prominent defect of the Law, I think, is the entire want of provision for securing suitable School Houses and furniture. The absence of these is one of the draw-backs we have to contend against.

I would suggest the propriety of increasing the bond of the Treasurer, at least in those Counties where there is a large School Fund.

The By-Laws make provisions for inducing Scholars to enter School early in the term. While I am not prepared to suggest any provision that would not bear hard in many cases, yet I think it important to have some provision, either by State Enactment or By-Law, to induce a more punctual attendance of Pupils at School.

We endeavored to have all our Schools opened as early as practicable during the Fall Term, but it would have been as well that some of them should not have been opened at all during that Term. Two of the Schools in my own District are closed for the present, because the attendance was very small. In my visitation I have frequently found but two or three Scholars in attendance. The Report of one of the Teachers in the Fourth Commissioners' District, (Salisbury), shows School taught ten days, attendance one pupil each day.

We have found so much to do in getting our District Schools in operation and in devising plans for the erection of new School Houses, which are

needed in almost every District, that we have taken no action towards the location and establishment of a High School. Through our Academies and by the co-operation of Trustees of Academies with the School Commissioners, such provision for Higher Education might be made to such a degree as would justify the confining our attention to the Schools of lower grades, for which so very much needs to be done.

Most respectfully submitted,

SAML. K. STEWART,
President Board School Com. of Worcester Co.

STATEMENT

Showing the Number of Schools in operation for the term ending November 15, 1865; the Number of Pupils, Boys and Girls; the Amount paid for Teachers' Salaries; the Amount paid for Incidental Expenses, and the Mode of Supplying Books to Pupils.

COUNTIES.	No. Schools in operation	Boys.	Girls.	Total Number Pupils.	Amount paid for Salaries.	Amount paid for Incidental Expenses.	How Books are furnished to Pupils.
							Sold. Sold.
Allegany.....	90	2,000	2,000	4,000	\$4,500 00	\$250 00	
Anne Arundel.....	32	520	440	960	3,063 76	202 30	
Baltimore City, (No Report,).....	102	2,454	2,216	4,670	13,057 48	1,826 10	
Baltimore County.....	* 16	1,33	98	231	780 01	82 10	Fee charged for use.
Calvert.....	35	369	382	751	1,952 75	94 38	Sold.
Caroline.....	88	1,621	1,472	3,093	3,047 87	226 62	Sold.
Carroll.....	65	1,248	1,347	2,595	6,327 49	798 85	Fee charged for use.
Cecil.....	27	302	272	574	2,500 00	.....	Sold.
Charles.....	45	.....	.....	1,000	3,021 37	403 22	
Dorchester.....	94	2,238	2,178	4,416	7,007 48	949 41	Sold.
Frederick.....	.....	.....	.....	.....	.....	.....	Sold.
Harford.....	26	409	338	747	2,300 00	200 00	
Howard.....	25	364	335	699	2,273 51	751 64	Sold.
Kent.....	35	544	481	1,025	2,720 00	150 00	Sold.
Montgomery.....	43	544	500	1,044	4,000 00	100 00	
Prince George.....	43	425	372	797	4,500 00	300 00	Sold.
Queen Anne.....	26	170	150	320	1,200 00	7 25	Sold.
St. Mary.....	47	669	755	1,424	3,287 50	707 32	Sold.
Somerset.....	114	2,363	2,393	4,755	8,445 20	1,482 56	
Talbot, (No Report).....		612	605	1,217	1,999 55	247 15	
Washington.....							
Worcester.....							

* In operation only part of the term.

LIBRARY OF CONGRESS



0 021 526 725 8

0 021 526 72

Hollinger C
pH 8.5

LIBRARY OF CONGRESS



0 021 526 725 8

Hollinger Corp.
pH 8.5